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ABSTRACT

Three purposes of the institute were: (1) identify needs of ghetto disadvantaged who can be reached by libraries, (2) explore means of responding effectively to these needs and (3) develop administrative approaches and procedures for implementing experimental library programs. Early planning decisions which contributed to the success of the institute were: (1) methodology--there were no lectures and no drop-in experts, the group would build its own expertise; (2) participation would be limited to the larger Indiana Public Libraries; (3) each library would be represented by its chief librarian and the adult services librarian who would work directly to implement change; (4) the institute would be divided into several parts--planning, experimentation back home, evaluation and problem solving, follow-up communication and evaluation for a period of two years and (5) the final objective of Part I would be to help participants draft plans for implementing changes in library service and administration necessary to effectively meet the library needs of the disadvantaged. A list of participants is included in the preface. The participants' evaluations of the institute are included. (NH)

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② IMPROVING LIBRARY SERVICES FOR THE INNER CITY DISADVANTAGED,

A Title IIB Institute in Four Parts... [illegible]

① Dr. Peter Hiatt, Director
(Associate Professor, Graduate Library School,
Indiana University
Library Consultant, Indiana State Library)

LI 002 660

Co-Sponsored by the

BBB01699
GRADUATE LIBRARY SCHOOL
③ INDIANA UNIVERSITY, Bloomington,
BLOOMINGTON, INDIANA 47401

and the

BBB00957
④ INDIANA STATE LIBRARY, Indianapolis

October 1969 - March ⑥ 1971

IMPROVING PUBLIC LIBRARY SERVICES FOR THE INNER-CITY DISADVANTAGED

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South Bend Public Library
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Wells Memorial Library

Preface and Conclusions

The need for an Institute to help Indiana's largest public libraries cope with the problem of inner-city disadvantaged was identified by the library administrators.

At a planning meeting co-sponsored by the Indiana State Library and the Graduate Library School, Indiana University, three purposes of such an Institute were developed:

1) Identify needs of ghetto disadvantaged, both black and white, who can be reached by libraries;

2) Explore means of responding effectively to such needs;

3) Develop administrative approaches and procedures for implementing experimental library programs.

A planning committee was appointed to represent the larger public library administrators and adult service personnel, the State Library, and the Graduate Library School. I was given the opportunity to direct the Institute as planned by this group.

Several decisions made at early planning sessions were, I believe, responsible for the degree of success of the Institute.

First, it was agreed that methodology was a key. No lectures, no drop-in experts. The group would build on its own expertise.

Second, participation would be limited to the larger Indiana Public Libraries.

Third, each library would be represented by its chief librarian and the adult services librarian (not necessarily professional) who would work directly to implement change.

Fourth, the Institute would be divided into several parts: Planning; Experimentation back home; Evaluation and problem solving; Follow-up communication and evaluation (which would extend for two years, the true length of the Institute).

Fifth, the final objective of Part I, hence the focus of the Institute, would be to help participants draft plans for implementing changes in library service and administration necessary to more effectively meet the library needs of the disadvantaged.

A bare outline of Institute activities is revealing.

In Part I Dr. Lawrence A. Allen and Miss Barbara Conroy worked with the group to help them improve communication with the inner-city dweller, and at the same time to develop techniques of working with people. After two days of somewhat exhausting training sessions, small groups went to poverty areas in Indianapolis to see the inner city with new eyes. The last half of this first week session was devoted to planning for action and implementing a program for change. Mr. Hardy Franklin and Mrs. Eva Williams worked with each diad (the Administrator and adult service librarian from each of eleven libraries) to help them develop needed and realistic programs for their particular area. During this one week process, a Resource and Reaction Team of Indiana State Library Consultants was constantly on the alert and sensitive to need to change planned sessions to meet changing interests and needs.

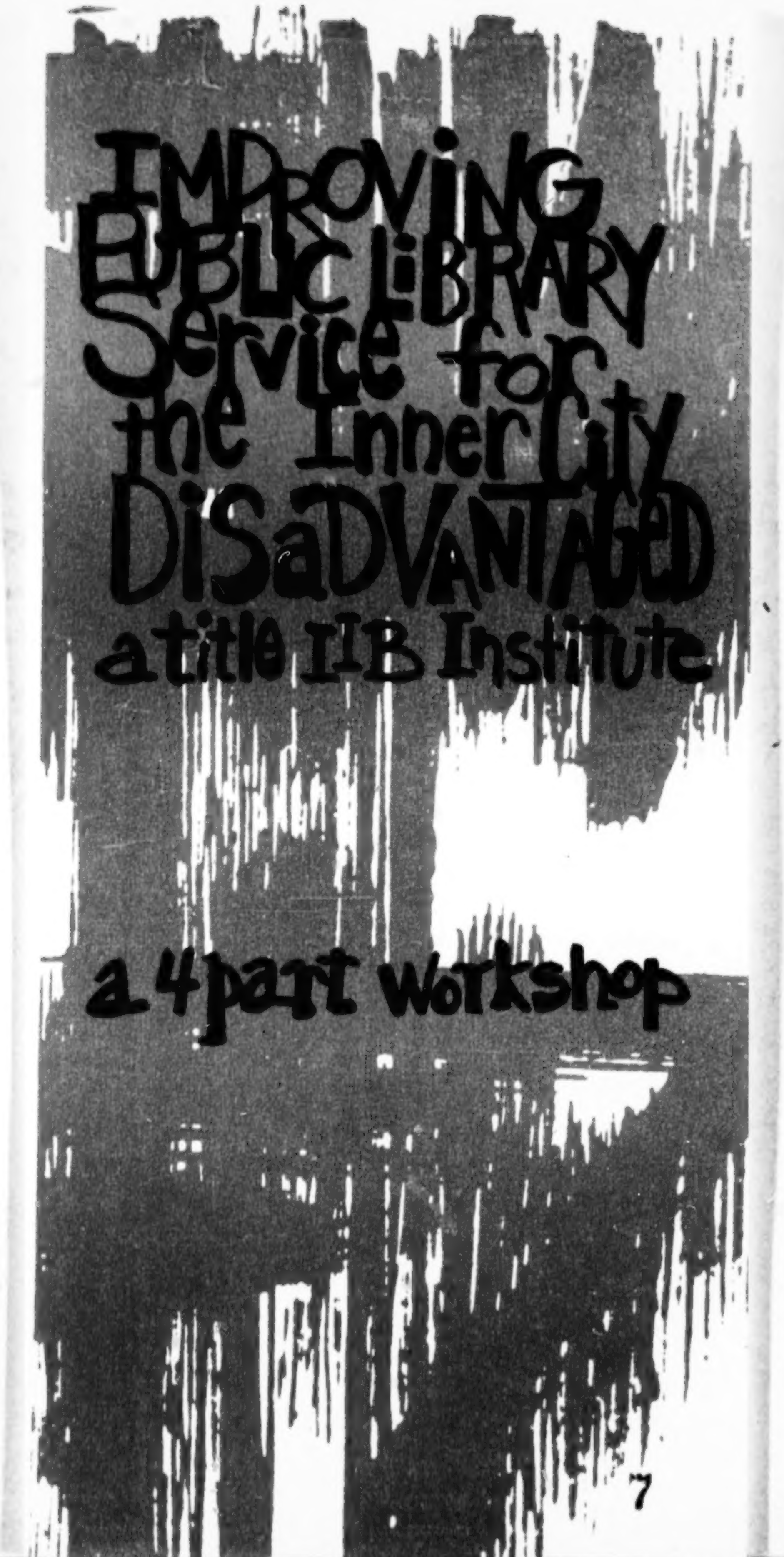
In Part II, each diad worked at home to implement his program.

Part III, held six months later, brought all of us back together to review progress, examine and work toward the alleviation of problems, and evaluate our work together. Interestingly, the participants felt that they no longer had a need for "outside experts" and handled this five-day session expertly and sensitively themselves.

Perhaps the best evaluation of the Institute can be found in the participants own words: the evaluation by participants in the Appendix and the April 1970 Focus on Indiana Libraries which was devoted almost entirely to the pluses and minuses of the first phase of the Institute.

The Institute was a success. None of us can ever again turn back to where we were as individuals and as librarians one year ago. Each program showed some success, several rather dramatic changes in library philosophy and action. The participants are now cast in leadership roles in Indiana's continuing attempt to turn the focus of her libraries on people.

Peter Hiatt, Director
August 1970



IMPROVING PUBLIC LIBRARY Service for the Inner City DISADVANTAGED

a title IIB Institute

a 4 part workshop

Title: **"Improving Public Library Services for the Inner City Disadvantaged": A Title IIB Institute**
(A four-part workshop)

Part I: **October 23-28, 1969 — Abe Martin Lodge, Brown County State Park, Nashville, Indiana**

Part II: **Experimentation at home. November 1969 through March 1970**

Part III: **March 23-27, 1970 (tentative dates, final dates to be selected by Institute participants): Problem solving and follow-up**

Part IV: **Fall 1970. Open meeting at the ILA-ILTA Conference to summarize and share results.**

Purpose:

How can public libraries contribute toward the alleviation of social problems in today's inner city? The Institute is intended to provide intensive continuing education for librarians who have the administrative responsibility and those who are on the firing line to:

1) Identify needs of ghetto disadvantaged, both black and white, who can be reached by libraries;
2) Explore means of responding effectively to such needs;
3) Develop administrative approaches and procedures for implementing experimental library programs: Budgeting, working with the Library Board, improving community public relations, cooperation with other agencies, institutions and groups concerned with the inner city disadvantaged.

The final objective of Part I of the Institute is to help participants draft plans for implementing changes in library service and administration necessary to more effectively meet the library needs of the disadvantaged. During the interim period between Parts I and II, these plans will be tried out, and in Part III, progress of experiments and problems which have arisen will be discussed by participants and outside experts.

Part IV will be further plans for continuing and evaluating necessary changes by the ILA-ILTA Conference. Preliminary evaluation of the implemented plans will be discussed in opening meeting with other interested librarians.

Program:

Much of the content and conduct of the Institute will be determined by the participants and leaders in order to most effectively meet the real needs of those present. Included in the two parts are the following:

Identification of social problems and their relation to libraries in the inner-city area.

The role of the public library.

Planning for action and implementing a program for change with the help of adult service leaders around the country.

Group dynamics: communication with the inner-city dweller.

Leaders:

Leaders for the Institute sessions are:
Dr. Lawrence A. Allen, Dean, School of Library Science, University of Kentucky.

Bernard M. Fry, Dean, Graduate Library School, Indiana University.

Dr. Peter Hiatt, Associate Professor of Library Science, Graduate Library School, Indiana University, and Public Library Consultant, Indiana State Library.

And prominent librarians experienced in inner-city library work.

Eligibility for Institute:

The Institute will be open to library administrators and their librarians directly working with economically or culturally disadvantaged adults from the 24 largest public libraries in Indiana.

In order to accomplish the ends of the Institute, a library must be represented by both its administrator and someone such as an adult services librarian: A "Management Team" of the library administrator or his designee and a public service librarian, usually a branch librarian, directly involved in service to the inner-city disadvantaged.

It will be necessary to have two representatives from each library in order to carry out the effective cooperation of program and administrative tasks studied and recommended by participants in the Institute.

The primary criteria for eligibility of participants will be evidence of current employment as a library administrator, a branch librarian, or a public service librarian directly involved in library service to the inner-city disadvantaged. The completion of the form attached will suffice in most cases. Further, either a formal degree in library science or current working responsibility for providing library services to the inner-city disadvantaged will be required. In selecting the adult services representatives, priority will be given first to those actively engaged in work with the disadvantaged, second to those with a formal degree. If a library system feels that its public service activity warrants additional representation, it should apply.

Participants must plan to attend both sessions.

Final selection of participants will be made by the Co-Directors and the Planning Committee.

Stipends:

Each participant is eligible to receive a stipend of $75 for himself and $15 for each of his dependents for each full session attended. Housing, meals and miscellaneous expenses will be paid by the participant.

Housing:

Abe Martin Lodge, Brown County State Park, Nashville, Indiana. Singles, doubles and cabins will be available. Housing forms will be sent to those accepted for the Institute after September 15th. Lodging and meals will be approximately $10-$12 per day.

How to Apply:

Send a check for $15.00 (payable to Graduate Library School) to Dr. Peter Hiatt, Disadvantaged Institute, Graduate Library School, Main Library, Indiana University, Bloomington, Indiana 47401, no later than September 15th. The deposit is necessary in order to secure housing at the Abe Martin Lodge, and will apply on your housing costs. If applicant is not eligible for the Institute, his deposit will be returned.

APPLICATION FORM "IMPROVING PUBLIC LIBRARY SERVICES FOR THE INNER CITY DISADVANTAGED": A TITLE IIB INSTITUTE

Name and Title of Library Administrator (or designee with permission only: ______________________

Name and Title of Adult Service Representative: ______________________

Name and Address of Library: ______________________

NOTE: Submission of application assumes an interest in developing an experimental program which can help the library contribute to the alleviation of an identified inner-city problem. Willingness to attend both parts of the Institute is assumed.

Enclose:
1. $15 lodging deposit for each person (checks payable to the Graduate Library School, Indiana University).
2. Brief statement
    a. Duties of adult service representative
    b. Formal education of each applicant

(Return forms and deposit to: Dr. Peter Hiatt, Co-Director, Disadvantaged Institute, Graduate Library School, Main Library, Indiana University, Bloomington, Indiana 47401.)

Planning Committee:

Miss Marcelle Foote
Director
Indiana State Library

Bernard M. Fry
Dean
Graduate Library School
Indiana University

Dr. Peter Hiatt
Associate Professor
Graduate Library School
Indiana University
Public Library Consultant
Indiana State Library

Harold Sander
Director
Marion County-Indianapolis Public Library

Mrs. Jean Walker
Coordinator of Adult Services
Gary Public Library

Edward A. Howard
Director
Evansville Public Library
Chairman

Designed & Printed by Graphic Arts Service,
Lake County Public Library. Indiana 8/69

INFORMATION FOR PARTICIPANTS BEFORE ARRIVAL

1. Enclosed is a list of all the participants in the Institute for Service to the Inner City Disadvantaged. As all rooms reserved at the Abe Martin Lodge are doubles, you may wish to make your own arrangements regarding roommates before arriving at the Lodge.
2. Would you bring with you the resources which you have identified as helpful in developing programs and working with inner-city people and problems.
3. Before you come would you look at your library as an organization. What are some of the obstacles to change which you see in your own organization?
4. Bring typewriter if you need one.
5. Dress will be informal throughout the Institute. Because of, er, regulations, alcoholic beverages are not served at the Abe Martin Lodge. Therefore, pack accordingly.

Roster of Participants

	NAME	HOME ADDRESS	LIBRARY	NUMBER OF DEPENDENTS
1.	Adams, Charles	1304 Jackson Street LaPorte, Indiana	Director, Michigan City Public Library	3
2.	Bartuska, Florence	50502 Ironwood Road Granger, Indiana	Acting Head, LaSalle Branch, South Bend Public Library	0
3.	Harmon, Boyd A.	1101 Wood Lane Drive Terre Haute, Indiana	Head, Extension Service, Vigo County Public Library	1
4.	Bucove, David A.	1611 Chesterfield Drive Anderson, Indiana	Director, Anderson Public Library	0
5.	Collins, Betsie B.	418 West 44th Street Indianapolis, Indiana	Branch Librarian, Indianapolis-Marion County Public Library	1
6.	Crain, Osmon A.	5945 Hyslop Place Hammond, Indiana	Hammond Public Library	0
7.	Flaningam, Ruth H.	609 N. 28th Street Lafayette, Indiana	Head, Circulation Dept., Wells Memorial Library	0
8.	Francis, Roger B.	51783 Lilac Road South Bend, Indiana	Director, South Bend Public Library	0
9.	Gates, Fletcher	318 Potomac Avenue Terre Haute, Indiana	Head, West Terre Huate Branch Library, Vigo County Public Library	1
*10.	Grover, Susan K.	R.R. 2, Box 279 LaPorte, Indiana	Young Adult Librarian, Michigan City Public Library	1
11.	Harrison, Bonnie B.	1320 W. 8th, Apt. A Anderson, Indiana	Young Adult Librarian, Anderson Public Library	0
12.	Hildreth, Donna J.	1032 Fields Street Hammond, Indiana	Hammond Public Library	0

NAME	HOME ADDRESS	LIBRARY	NUMBER OF DEPENDENTS
13. Howard, Edward A.	5917 Oak Hill Road Evansville, Indiana	Director, Evansville Public Library & Vanderburgh County Public Library	3
14. Hunsberger, Charles	118 N. Hillsdale Drive Bloomington, Indiana	Director, Monroe County Public Library	0
15. Johnston, Evelyn	136 S. Elgin Avenue Griffith, Indiana	Head, Main Library, East Chiacgo Public Library	0
16. Klinger, Frances	434 S. Lincoln Park Evansville, Indiana	Acting Branch Librarian, East Branch Library, Evansville Public Library & Vanderburgh County Public Library	0
17. Phelps, Elaine B.	1200 N. Indiana, #74 Bloomington, Indiana	Administrative Assistant, Monroe County Public Library	0
18. Sander, Harold J.	1714 E. Kessler Blvd. Indianapolis, Indiana	Director, Indianapolis-Marion County Public Library	0
*19. Severin, Martha C.	207 Highland Avenue New Albany, Indiana	Head, Adult Services New Albany-Floyd County Public Library	0
*20. Strassweg, Elsa	207 Highland Avenue New Albany, Indiana	Head Librarian, New Albany-Floyd County Public Library	0
21. Wood, Robert D.	5504 Wegg Avenue East Chicago, Indiana	Director, East Chicago Public Library	0
22. Wootton, Thelma	2605 S. 9th Street Lafayette, Indiana	Head Librarian, Wells Memorial Library	0

*Attended the first session only.

IMPROVING PUBLIC LIBRARY SERVICES FOR THE INNER CITY DISADVANTAGED

A Title IIB Institute
1969-70

Participants

Anderson Public Library
- David A. Bucove, Director
- Bonnie Harrison, Young Adult Librarian

East Chicago Public Library
- Robert D. Wood, Director
- Ezelyn Johnston, Head, Main Library

Evansville Public Library & Vanderburgh County Public Library
- Edward A. Howard, Director
- Frances Klinger, Acting Branch Librarian East Branch Library

Hammond Public Library
- Osmon Crain, Head, Branch Division
- Donna Hildreth, Branch Librarian, Brooks House

Indianapolis-Marion County Public Library
- Harold J. Sander, Director
- Betsie B. Collins, Branch Librarian, Rauh Branch

Michigan City Public Library
- Charles J. Adams, Director
- Susan Grover, Young Adult Librarian

Monroe County Public Library
- Charles W. Hunsberger, Director
- Elaine B. Phelps, Administrative Assistant

New Albany-Floyd County Public Library
- Elsa Strassweg, Head Librarian
- Martha C. Severin, Head, Adult Services

South Bend Public Library
- Roger B. Francis, Director
- Florence Bartuska, Acting Head, LaSalle Branch Library

Vigo County Public Library
- Harmon A. Boyd, Head, Extension Service
- Fletcher W. Gates, Head, West Terre Haute Branch

Wells Memorial Library (Lafayette, Ind.)
- Thelma M. Wootton, Head Librarian
- Ruth Flaningam, Head, Circulation Dept.

PUBLIC LIBRARY SERVICES FOR THE INNER CITY DISADVANTAGED
A Title IIB Institute

Graduate Library School, Indiana University
and
Indiana State Library

PART I
Abe Martin Lodge, Brown County State Park
Nashville, Indiana
October 23-28, 1969

OBJECTIVES

1. Prepare attending library administrators and public service librarians to perceive and identify needs of the ghetto disadvantaged by developing skills of perception and analysis in terms of (1) self, (2) the library organization, and (3) the community environment.
2. Develop plans and procedures to respond effectively to inner-city needs in terms of services of the library through problem-solving procedures.
3. Develop library organizational approaches for implementing innovative or unconventional programs of library services to meet the identified needs of the disadvantaged.
4. Develop interpersonal and group process skills to assist in understanding, planning and implementing action programs.

Note: These objectives should be tested carefully, modified and added to in the opening session, and be the basis for the final evaluation session.

PERSONNEL

Institute Faculty

Dr. Lawrence Allen, Dean, School of Library Science, University of Kentucky
Mrs. Barbara Conroy, formerly Denver Public Library
Dr. Peter Hiatt, Graduate Library School and Indiana State Library

Program Planning Resource Consultants

Mr. Hardy Franklin, formerly Senior Community Coordinator, Brooklyn Public Library
Mrs. Eva Williams, Coordinator, Community Center Libraries, New Haven City Public Library

Resources and Reaction Team

Miss Delaine Biddle, Consultant, Extension Division, Indiana State Library
Miss Marcelle Foote, Director, Indiana State Library
Miss Abbie Heitger, Head, Extension Division, Indiana State Library
Miss Jean Jose, Consultant, Extension Division, Indiana State Library

PROGRAM

Thursday, October 23, 1969

Allen and Conroy meet and brief Indiana State Library personnel on their role as the Resources and Reaction Team

2-4:30 p.m. General Session

Introduction and overview of Institute	Hiatt
Concept of laboratory learning Trainer contract, participant responsibilities Nature of program: flexibility, purpose of Resources and Reactions Team Test objectives	Allen & Conroy
Self-perception (the Johari window) Exercise: I am/You are, with stranger diad	Allen
Administration of Learnings Expectation Sheet	R & R Team

5 p.m. Social Hour

R & R Team and faculty meet to clarify questions and discuss their job

Dinner

7:30-9:30 p.m. Evening Session

Lecturette: Aspects of a Community. What constitutes a community, how to look at one, how to know what you see	Conroy
Peer groups diads or multiples: Design your own learning experience for Friday in terms of structure, method, resources, analysis	
Indianapolis visit situations: Indianapolis Public Library Resource Team	Collins & Sander
Evaluation Sheet	Allen, Conroy, Hiatt

Friday, October 24, 1969

8:15-10:00 a.m. Bus trip to Indianapolis.

Lecture: Portrait of the Lower Class — Hiatt

4:00-5:30 p.m. Return Trip

Work with diads with whom you planned the trip; discuss what you learned about yourself, and the city.

7:30-9:00 p.m. General Session

Sharing reactions to trip to inner-city
1. What did you discover about the learning experience you designed?
2. What did you discover about yourself?
3. What can you do with what you learned?

Evaluation — R & R Team

9:00 p.m. Unwinding Session (Drinks)

Saturday, October 25, 1969

R & R Team and faculty meet prior to session for information exchange.

9:00 a.m. General Session

Problem solving (from Question 3)
Overview of the steps; handout of worksheets — Allen

10:00 a.m. Coffee

Communications and feedback
Interpersonal techniques to facilitate work on problems — Conroy

Evaluation — R & R Team

12 noon Lunch

2-5 p.m. General Session

Norms for the diads: work anywhere and for any length of time, use resources (materials and people) as needed; combine diads if useful from your point of view. Charge: identify problems and causes — R & R Team

7:00-9:30 p.m. General Session	
Group Process: Functions that help groups Lecturette on task and maintenance Fishbowl - Use of observer tally sheets Task: Force field analysis of driving/restraining forces bringing about change in the library	Allen & Conroy

Sunday, October 26, 1969

Morning given to sleeping, church, or whatever

Lunch

2-3 p.m. Diads: Propose solutions, discuss solutions and decide	
3 p.m. General Session (with coffee)	
Introduce Williams and Franklin	Hiatt
3:30-5:00 p.m. Diads resume	Consulting Team R & R Team Franklin & Williams
Meeting of R & R Team, Williams and Franklin, Allen, Conroy and Hiatt	
7:00-9:30 p.m. General Session	
Some Solutions: "Imagination and Looseness" Mrs. Eva Williams, Community Center Coordinator New Haven City Public Library Mr. Hardy Franklin, formerly Senior Community Coordinator, Brooklyn Public Library	
Evaluation	R & R Team

Monday, October 27, 1969

9 a.m. General Session	
Lecturette on evaluation process	Allen & Hiatt
Skill practice	Franklin & Williams
10 a.m. Diads and Coffee	
12 noon Lunch	

2:00-5:00 p.m. Diads

Planning action steps; evaluation process	Consulting Team

R & R Team plan Tuesday morning session

Dinner

7:00-9:30 p.m. General Session

The Library as Change Agent: Brooklyn Public Library Community Coordinator Program slides; "A Whole New World" (Cleveland Public Library film)	Franklin Williams Hiatt

Tuesday, October 28, 1969

9:00-11:30 a.m. General Session

Barriers to Implementation Reports of action plans	Hiatt & R & R Team
Final evaluation form - written	R & R Team
Planning for "Mid-Way" meeting	Howard

Your number is ______

If you prefer not to use your name on the evaluation sheets, use this number to identify each sheet.

EXPECTATION SHEET

1. Have you been to previous institutes with a focus on library service to the disadvantaged in the inner city? If so--what, when, where?

2. Have you been to institutes with a focus on interpersonal and group skills? If so--what, when, where?

3. Do you feel that the services your library now offers in the inner city are adequate for the needs there? ___ Yes ____ No

4. What kind of learnings do you anticipate from this institute?
   a. subject knowledge of inner city disadvantaged needs
   b. philosophy of library service to patrons
   c. awareness of self as person and librarian
   d. tools to help fulfill responsibilities to inner city
   e. other:

5. Indicate your degree of interest in and need for the stated objectives: (Use check mark. Five is strong interest and need, three is moderate and one (1) is very little interest or need)

   a. Prepare attending library administrators and public service librarians to perceive and identify needs of their inner city disadvantaged clientele by developing skills of perception and analysis in terms of the self, the library organization and the community environment.

   5 4 3 2 1

   b. Develop plans and procedures to effectively respond to inner city needs in terms of library services through problem-solving procedures.

   5 4 3 2 1

   c. Develop administrative approaches for implementing innovative programs of library services to meet the needs of the disadvantaged.

   5 4 3 2 1

   d. Develop interpersonal and group process skills to be used as tools to assist in understanding, planning and implementing of action programs.

   5 4 3 2 1

Who are you?

1. I am____________________

2. I am____________________

3. I am____________________

4. I am____________________

5. I am____________________

6. I am____________________

7. I am____________________

8. I am____________________

9. I am____________________

10. I am____________________

11. I am____________________

12. I am____________________

13. I am____________________

14. I am____________________

15. I am____________________

16. I am____________________

17. I am____________________

18. I am____________________

19. I am____________________

20. I am____________________

On the inside of this sheet is a question which calls for twenty answers.

Please write out short answers as they come to mind, without pondering long or in depth.

1. You are____

2. You are____

3. You are____

4. You are____

5. You are____

6. You are____

7. You are____

8. You are____

9. You are____

10. You are____

11. You are____

12. You are____

13. You are____

14. You are____

15. You are____

16. You are____

17. You are____

18. You are____

19. You are____

20. You are____

Select a person in the room you do not know but would like to meet. Ask him or her to participate in this exercise with you. Before exchanging any information with each other, complete the questions on the inside of this sheet.

IT TAKES TWO TO SEE ONE -- FEEDBACK

Feedback is the communication which gives a person information on how he affects others and how he stands in relation to his goals or intentions. In looking at ourselves in our dealings with others, we need to know how they see us. This allows us to adjust our perception of ourselves--our self-image, it allows us to alter our behavior if necessary, to be more consistent with our goals and then allows us to check on the effectiveness of our new behavior.

Just as a thermostat is set to heat or cool a room at a particular temperature, we react to certain situations in "our" way. If the temperature is uncomfortable, the thermostat can be adjusted. Similarly, if certain behaviors make us uncomfortable, we may wish to look at them with an idea of change. If we feel change is warranted, we adjust our behavior and check to see if the change comes closer to meeting our goals. This process of learning to adjust is feedback.

Feedback is ever-present--if one is observant. It can be non-verbally expressed in movement or facial expression; it can be an indirect or a direct comment from others. A trusting and permissive climate in an informal atmosphere will support both the giver and the receiver of feedback. Basically, two people share this exploration which is both a listening and an expressing series of interchanges. Feedback should be frank, honest, and helpful with careful checking to make sure the information was clearly transmitted and correctly interpreted. The information given, which is the feedback, is the property of the recipient--he may do with it as he wishes. He needs to understand it, check it with his own perceptions and the feedback of others, then decide if this warrants change on his part.

Before the feedback transaction occurs there must be a willingness on the part of the receiver to invite and permit a discussion of his own behavior, aware that the comments are reflections of and responses to his behavior, not himself. Two responses of the receiver are possible--to blame others (either the situation or the people) or to examine himself and the situation. Growth comes through the latter.

The giver of the feedback must be honest, must have good intentions, must be objective, and must be willing to share his feelings and responses to the behavior with the other. He must especially be careful to make sure that the receiver wants and is ready to receive the feedback. He must make sure that the communication is understood clearly and interpreted correctly. Verbal and nonverbal feedback--cues from the recipient should indicate to the observant giver whether the information is helpful, received and understood.

Because skills in the giving and receiving of feedback are so critical in increasing a person's ability to understand themselves and to understand how they are seen by others, it is important that we underscore some basic criteria for effective feedback.*

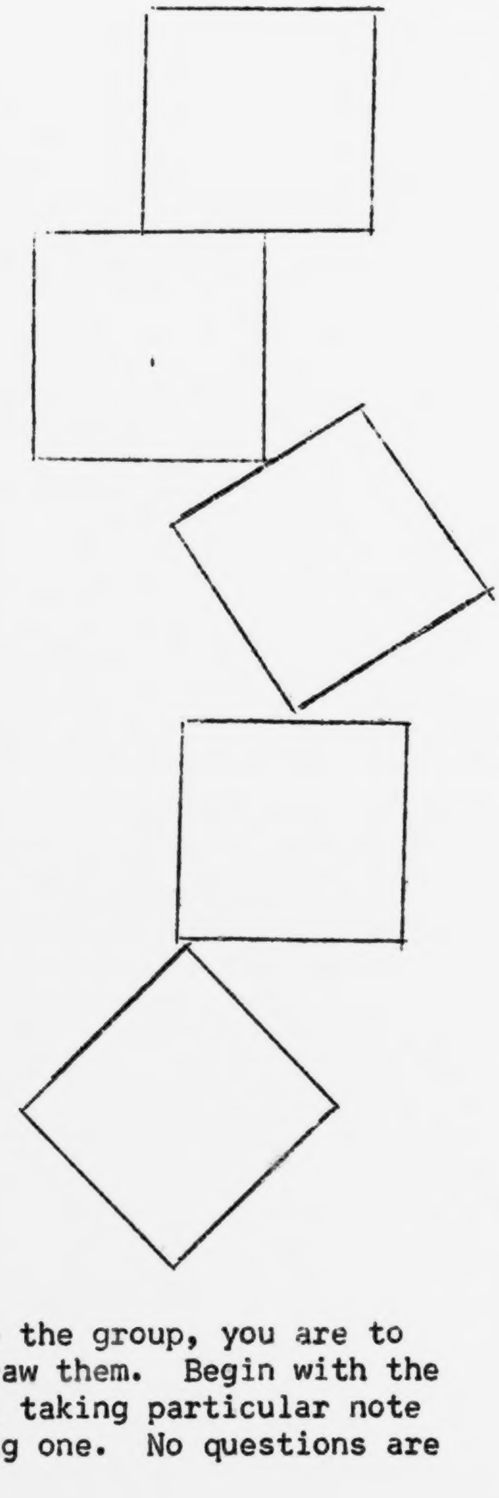
> It is descriptive rather than evaluative. By describing the giver's own reaction, it leaves the individual free to use it or not as he sees fit. By avoiding evaluative or judgmental language, it reduces the need for the individual to react defensively.
>
> It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told of a specific illustrative incident.
>
> It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior, depending, of course, on the person's readiness to hear it, available support from others, etc.
>
> It is sought by the receiver when that person has clearly formulated intentions as to what kind of reaction he wanted from others to the situation in question.
>
> It takes into account the needs of both the receiver and the giver of feedback. Feedback can be destructive if it fulfills needs only of the giver and not the receiver of feedback.
>
> It is also useful to check the accuracy of the feedback with other members of the brand group.

A laboratory situation--by constructing a low-risk trust climate--helps us build our skills in giving and receiving feedback. It helps us to experiment with changed behavior. We must adapt what we learn and practice to the situations in our everyday life.

---

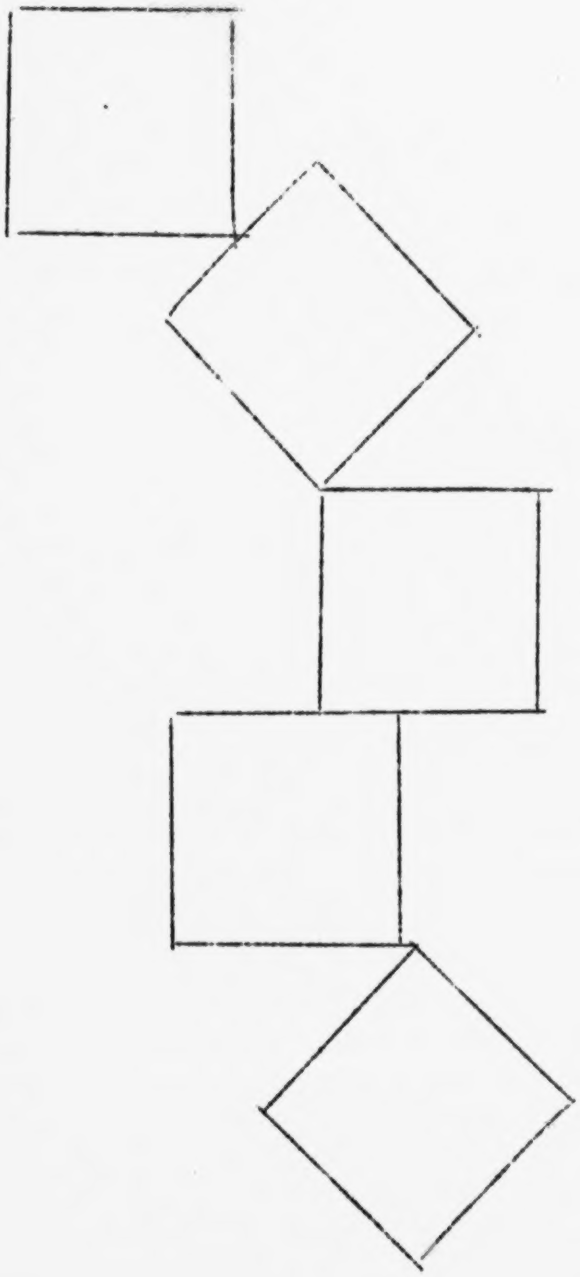
*Material adapted from NTL ILGD Lab Report, 1962, 1967.

CHART I. ONE-WAY COMMUNICATION



INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the members of the group how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

CHART II. TWO-WAY COMMUNICATION



INSTRUCTIONS: Study the figures above. Facing the group, you are to instruct the members how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

MAINTENANCE FUNCTIONAL BEHAVIOR

Member Behavior Required For Building And Maintaining The Group As A Working Unit

	NAMES							
1. Encouraging: Being Friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition.								
2. Expressing group feelings: Sensing feeling, mood, relationships within the group; sharing his own feeling or affect with other members.								
3. Harmonizing: Attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters"; getting people to explore their differences....								
4. Compromising: When his own idea or status is involved in a conflict, offering to compromise his own position; admitting error disciplining himself to maintain group cohesion.								
5. Gate-keeping: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing opportunity to discuss group problems.....								
6. Setting Standards: Expressing standards for group to achieve; applying standards in evaluating group function and production.								

TASK FUNCTIONAL BEHAVIOR

Member Behavior Required for Doing Group Work

	NAMES							
1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.....								
2. Information or opinion seeking: Requesting facts seeking relevant information about a group concern, asking for suggestions and ideas.								
3. Information or opinion giving: Offering facts; providing relevant information about group concern, stating a belief, giving suggestions or ideas.								
4. Clarifying or elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.								
5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject.....								
6. Consensus tester: Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached.								

Your task role is to INITIATE ACTIVITY

As a member of this group, you should:

HELP the group get started---
SUGGEST new ideas--
SUGGEST new solutions--
SUGGEST new definitions of the problem--

Your task role is to SEEK OPINION

As a member of this group, you should:

HELP the group get data--
REQUEST facts--
SEEK relevant data from other members--
ASK for suggestions and ideas--

Your task role is to GIVE INFORMATION

As a member of this group, you should:

HELP the group by providing information--
OFFER relevant facts--
STATE your beliefs on the subject--
EXPRESS suggestions and ideas--

Your task role is to CLARIFY

As a member of this group, you should:

HELP the group clarify points that are unclear--
INTERPRET ideas--
SUGGEST alternatives--
GIVE examples--

Your task role is to SUMMARIZE

As a member of this group, you should:

HELP the group to deal with the data--
PULL TOGETHER related ideas or suggestions--
RESTATE briefly the main points covered--
OFFER conclusions for the group to consider--

Your maintenance role is to ENCOURAGE. As a member of this group--

ACCEPT others and their contributions--
BE warm and friendly--
SHOW regard for others by giving them recognition--

Your maintenance role is to EXPRESS GROUP FEELINGS. As a member--

TRY to sense and test feelings, moods, relationships in group--
SHARE your feelings with the group--
HELP others to communicate their feelings to the group--

Your maintenance role is to HARMONIZE. As a member of this group--

ATTEMPT to reconcile disagreements--
REDUCE tensions--
HELP people to explore their differences--

Your maintenance role is to COMPROMISE. As a member of this group--

OFFER to compromise your own position, when possible--
ADMIT errors when they occur--
DISCIPLINE yourself to maintain the group cohesion--

Your maintenance role is to be a GATE-KEEPER. As a member of this group--

ATTEMPT to keep communication channels open--
HELP others get into the discussion--
SUGGEST sharing group discussion with all members--

Your maintenance role is to be a STANDARD-SETTER. As a member of this group--

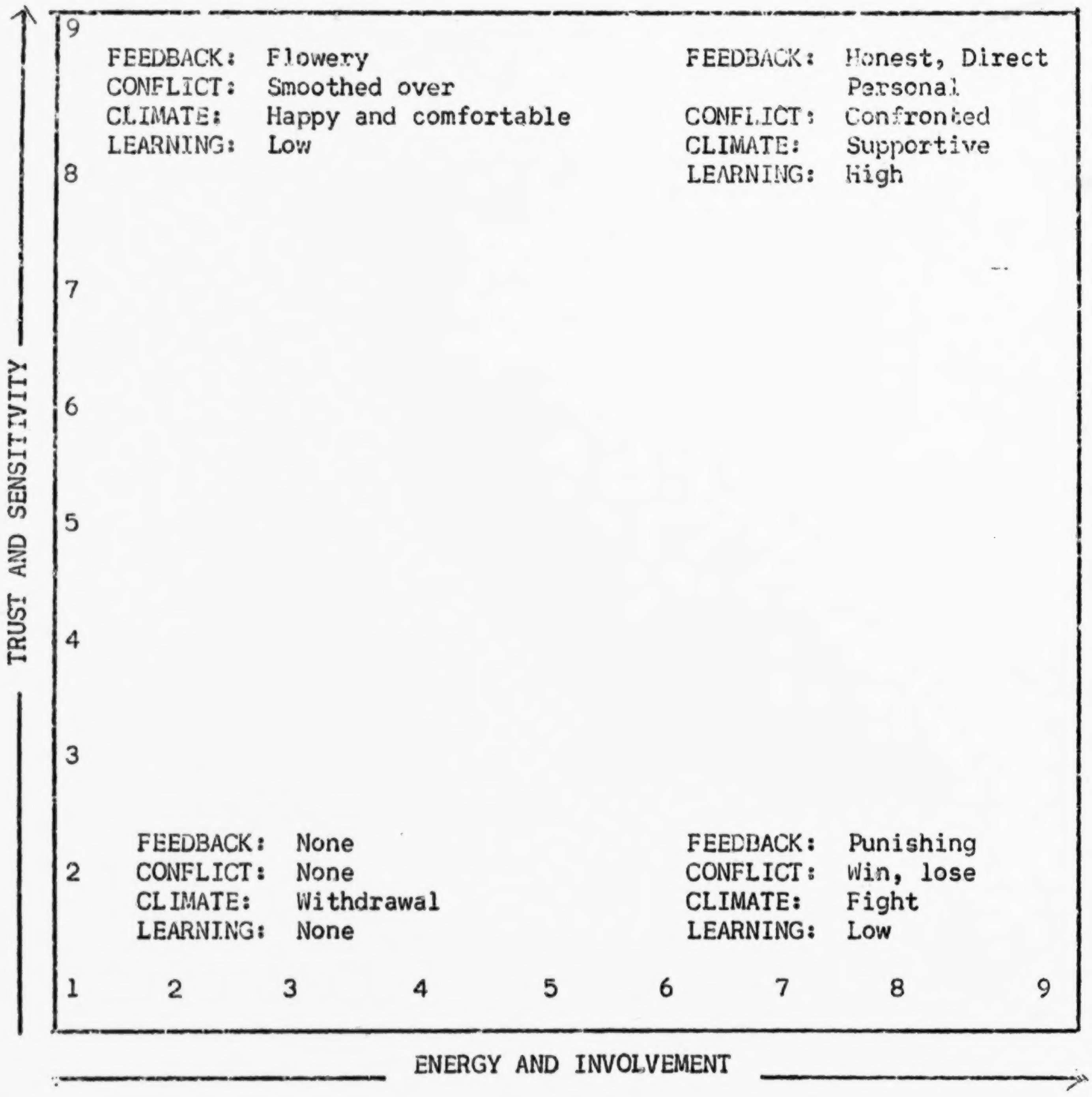
EXPRESS standards for group to achieve--
HELP group to develop a group standard--
APPLY group standard to evaluating group function and production--

Your task role is to TEST FOR CONSENSUS. As a member of this group--

HELP the group toward agreement--
DESCRIBE a plan of action and ask for comments--
CHECK with group on the extent of agreement that exists--

TRUST AND INVOLVEMENT GRID

A Method of Assessing Group Growth



FEEDBACK: Flowery
CONFLICT: Smoothed over
CLIMATE: Happy and comfortable
LEARNING: Low

FEEDBACK: Honest, Direct Personal
CONFLICT: Confronted
CLIMATE: Supportive
LEARNING: High

FEEDBACK: None
CONFLICT: None
CLIMATE: Withdrawal
LEARNING: None

FEEDBACK: Punishing
CONFLICT: Win, lose
CLIMATE: Fight
LEARNING: Low

GROUP PROCESS

BASIC CONCEPTS

1. Group Background: Every group has a history, consisting of both its previous experiences and the personal notions and attitudes which the members bring to the group. These bear directly upon the life of the group. The responses and feelings of the group which have been generated in the past are also present--traditions, norms, goals, procedures, and activities which the group has developed.

What is the history of the group?

How does this history affect the relationships of the members?

How does this history affect the work of the group?

2. Group Participation: In every group situation people are interacting with one another in many different ways. Participation can be described in terms of who is speaking to whom, and how much speaking is being done and by whom. Participation patterns tell something about the status and the power in the group, and often indicate how effectively the group is using the resources of its members. Participation for participation's sake is not the goal, but rather participation appropriate to the task, the resources of the individual, and the readiness of the group.

Does the participation bring out what the various members might be able to contribute?

Are particular factors affecting the participation-status people, unusually talkative members, awareness of outside pressures, etc.?

3. Group Communication: This is primarily what people say, how they say it, and what effect it has. However, much significant communication in non-verbal--in posture, facial expression, gesture, etc.--and our response is frequently to this non-verbal level of communication. In verbal communication, the clarity of expression, the honesty with which real feelings are expressed, and the ability to listen to others have an important influence on group effectiveness.

How much experience and feeling are members willing to share with each other?

How clearly do members express their ideas?

How many are really listening?

Does everyone understand what is being said?

What non-verbal means of communication are being employed?

4. Group Cohesion: This relates to the attractiveness of the group to its members. A variety of factors are involved in the cohesiveness of a group. For example, the ways in which members express likings for one another affect group cohesion. Fear of a common enemy or zeal for a common task can affect cohesiveness. Perhaps the most effective cohesiveness is that which enables members to work together in an interdependent way, where each member feels free to invest himself and to make his contribution toward the work of the group, while retaining his individuality.

> How well is the group working together, accepting and rejecting the contributions of individuals?
>
> How willing are the members to accept and act upon group decisions?
>
> Is the cohesiveness dependent on likes and dislikes of persons for each other, or is it based on a commitment to the common group goal?

5. Group Atmosphere: At any given time a group's atmosphere is somewhere between "defensive" and "accepting." In a defensive atmosphere members are unable to communicate freely, to disagree with other members, or to expose ideas and feelings which run counter to the direction in which the group is going. If the atmosphere is a controlling, punishing, rigid one, the group's behavior will tend to become conforming, dependent, or apathetic. But if the atmosphere is one of listening, understanding, trusting--in short, accepting--then the group will develop greater creativity, with more helping relations among the members.

> How free do members feel to express themselves and to share personal feelings?
>
> How well does the group give support to its individual members?
>
> How flexible is the group climate in adjusting to the needs of different tasks?

6. Sub-Groupings: Sub-groups (sometimes called "cliques") often develop in groups. Sometimes such sub-groups form on the basis of friendships, sometimes because of a common need or interest at a particular stage of the group life, or sometimes because of antipathy toward other members or opposition to the direction of the group. Sub-groups can change within the group in relation to new tasks, new forces or new members, and they can greatly influence the group's effectiveness.

> What sub-groups exist, and how do they work with the total group?
>
> What are the needs, issues, or forces around which sub-groups appear to form?

7. Group Standards: These refer to the code of operation adopted by a group. These standards provide a framework or guide for adjusting individual needs and resources to the actions of the group. They help to stabilize the group and contribute to its cohesiveness. Some examples of standards might be: whether members speak out spontaneously, wait to be called on, or wait for "their turn" to talk; whether they sit at the same place each meeting or change places, etc. Group standards can be either implicit or explicit, with most groups operating on certain implicit standards which are rarely stated openly.

Has the group developed standards of behavior for its own operation?

Are the standards that have been developed implicit or have they become explicit - and therefore open to re-examination?

Does the group examine its standards so it can change those which need changing and keep those which are useful?

8. Group Procedures: All groups operate with a certain set of procedures--that is, defined ways of getting work done. If a group is to achieve maximum effectiveness, it must be able to vary its procedures so that they are appropriate to the task to be done. Some group procedures are: how an agenda is prepared and used; how votes are taken (by ballot or by hand); how discussion is controlled or guided, etc.

What kind of procedures does the group use?

How appropriate are the procedures for the size of the group?

How appropriate are the procedures for accomplishing the group task?

Are the procedures understood by all of the members of the group?

9. Group Goals: Goals can be immediate and short-range or long-range; they can vary in their clarity and in the value which the group places upon them; they can emerge from the group or be imposed on it; they can be realistic in relation to the resources of the group, or completely unrealistic. Effective groups must continually check the clarity and validity of their goals.

How does the group choose its goals?

Are the goals realistic and attainable, considering the resources of the group?

Does the group relate its immediate task to long-range group objectives?

10. Group Leader and Member Behavior: Leader behavior in a group can range from almost complete control of the decision-making by the leader to almost complete control by the group, with the leader contributing his resources just like any other group member. A leader can assume most of the functions required to provide leadership for the group, or these functions can become the responsibility of the members as well.

Are the necessary group leadership functions being distributed among the group's membership?

Does the leader vary his behavior so that the members can assume appropriate responsibility for the decisions of the group?

FUNCTIONS THAT HELP GROUPS

These are functions that must take place in a group if it is going to be effective. These are ways in which any person (either a member or a designated leader) can help a group at work on any task. When any of these functions is omitted, the effectiveness of the group declines. Any person needs to be prepared to do any of these functions whenever it appears helpful to the group.

FUNCTIONS THAT HELP IN THE TASK.

(Functions required in selecting and carrying out a group task.)

Initiating activity: Helping the group get started; proposing solutions; suggesting new ideas, new definitions of the problem, new attack on problem or new organization of what has already been discussed.

Seeking Information: Asking for clarification of suggestions that have been made, requestion additional information or facts that will help.

Seeking Opinion: Trying to help the group find out what persons think or feel about what is being discussed, seeking further clarification of opinions offered.

Giving Information: Offering facts or additional useful information, relating one's own experience to group problem to illustrate point.

Giving Opinion: Stating an opinion or belief concerning a suggestion or one of several suggestions, expressing what one thinks or feels; rather than offering further facts.

Elaborating: Offering further clarification of points; trying to "spell out" what other members have already said, or try to help the group imagine how a proposal would work if adopted.

Coordinating: Showing relationships among different kinds of ideas or suggestions, trying to pull ideas and suggestions together, so that they "build on" each, trying to draw together activities of various subgroups or members.

Summarizing: Pulling together related ideas or suggestions, restating suggestions after the group has discussed them; or try to organize the ideas so the group will know what it has said.

Testing workability: Making application of suggestions to real situations, examining practicality and workability of ideas, trying to help the group test a proposed decision for workability.

Functions that help maintain the group.

(Functions required in helping persons work with one another as a group)

Encouraging: Being friendly, warm, responsive to others, helping others to contribute, praising others and their ideas, agreeing with and accepting contributions of others.

Gate Keeping: Trying to make it possible for another member to make a contribution to the group to get into the discussion by saying, "We haven't heard anything from Jim yet," or suggesting limited talking time for everyone so that all will have a chance to be heard.

Standard Setting: Expressing standards for group to use in choosing its content or procedures or in evaluating its decisions, reminding group to avoid decisions which conflict with group standards.

Listener: Going along with decisions of the group, somewhat passively accepting ideas of others, serving as audience during group discussion and decision making.

Expressing Group Feeling: Summarizing how the group seems to feel about an issue, describing reactions of the group to ideas or solutions; seeking the group reaction.

Both Group Task and Group Maintenance Functions

Evaluating: Submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.

Diagnosing: Determining sources of difficulties, appropriate steps to take next, the main blocks in the work and effectiveness of the group.

Testing for Consensus: Tentatively asking for group opinions in order to find out if the group is nearing consensus on a decision, sending up trial balloons to test group opinions.

Mediating: Harmonizing, trying to provide compromises for opposing points of view; trying to reconcile differences in the group, or "seeking a common ground" so the group can continue to work.

Relieving Tension: Draining off negative feeling by jesting or pouring oil on troubled waters, putting a tense situation in wider context.

***** *****

IMPROVING MEMBER FUNCTIONS

Any group is strengthened and enabled to work more efficiently if its members:

1. Become conscious of the functions the group needs at any one time.

2. Find out the degree to which they are halping to meet these needs through what they do.

3. Undertake effective self-training to improve their ability to function effectively.

***** *****

(Adapted from the article "Training in Member Roles," January, 1953 issue of Adult Leadership magazine.)

GROWTH CHART

Conditions in groups ordinarily contributing towards:

Negative Growth	Positive Growth
Communication	Communication
1. superficial, irrelevant	1. purposeful, relevant
2. differential or specialized language, common meanings not achieved	2. understandable language, common meanings achieved
3. differences kept hidden or expressed aggressively	3. different ideas and points of view expressed freely and positively
4. feelings hidden, expressed indirectly through ideas	4. feelings expressed directly when essential
Goals	Goals
1. individualistic, unshared goals	1. parallel or commonly-shared goals
2. use of group for ego satisfaction	2. use of group for growth; growth purposes clarified and/or understood
3. a single group goal is defined and held to at all costs	3. both group and individual goals are permitted and encouraged
Atmosphere	Atmosphere
1. aggressive, hostile, or over-friendly, demanding	1. friendly, accepting, but realistic
2. prestige-seeking	2. collaboration-seeking
3. authorities demanded and accepted	3. authorities analyzed and utilized
4. hostile to change	4. supportive and encouraging of change
Responsibility and Involvement	Responsibility and Involvement
1. group discourages or denies individual's responsibility for growth - demands dependence	1. group allows and encourages individual to take responsibility for own growth
2. individual is not personally identified with the group -- "it's just another group"	2. individual is personnally identified with the group -- its continuance and/or function are important to him
Internal Processes	Internal Processes
1. group sets up a standard ritual (like "we must always be democratic" or "the leader tells us what to do --")	1. group changes its methods of operation freely and flexibly as needs arise and group development and growth continues
2. group sets up demands for a constant level of productivity	2. group varies its tempo of work and allows itself periods of relaxation
3. group does not allow any expression of mood other than polite friendliness	3. group feels free to express its moods -- excitement, enthusiasm, concern, tension, etc.

GROUP OBSERVATION FORM

A. CHARACTERISTICS OF GROUP

1. Group appeared to be

	Educationally	Occupationally	Socially
Homogeneous	__________	__________	______
Heterogeneous	__________	__________	______

2. Group was primarily

male________
female________
equally mixed__________
couples________
older__________
middle-aged__________
younger________

3. Group was interested primarily in

getting facts__________
argument and debate__________
meaningful discussion__________
social contacts__________
getting particular job done__________
examining certain concepts__________
discussing certain reading or assignment_________
getting out personal ideas and feelings________
working out inter-relationships & intra-group problems________
having a good time_________
other:________________

4. Group could best be described as:

solid cohesive group__________
listeners & followers_________
amalgamation of rugged individuals__________
passive with one or two dominating_________
other:________________

5. Motivation and goals of individuals in group were primarily

to get ahead and improve selves_______
to get together with others________
to gain insight________
other:_____________

6. Individual members of group appear to be:

involved only at superficial level__________
moderately involved personally__________
deeply involved____________

B. EXTENT AND KIND OF PARTICIPATION

1. Most of talking was done by

group as a whole________
a few members________
the leader________

2. Participation was encouraged by leader

insistently____ somewhat____ very little____ not at all____ only if necessary____

3. People talked mostly to

group as a whole________
a few members________
the leader________

4. Leader seemed to encourage participation

as a means to an end________
as an end in itself________

5. Major degree of control was in the hands of

leader_______
one or two group members________
group rather than leaders________
shared________
other:____________

C. LEADERSHIP STYLE

1. Leader acknowledge contributions of members

always____ frequently____ sometimes____ rarely____ never____

2. Responsibility for keeping discussion on the track was assumed

by group as well as leader________
by leader rather than by members________
by nobody__________

3. Differing points of view were

accepted impartially__________
approved or disapproved________
rejected__________

4. Leader allowed change of direction in response to expressed interest of group

too willingly___________
willingly but only after group consultation________
reluctantly__________
unwillingly_________

5. Purpose and goal of discussion were mentioned by leader

with outline clarity_________
briefly but without clarification________
not specifically but group was aware of them_________
not at all and group was not aware of them________

6. Leader appeared to have

definite plan which was made explicit________
definite plan implicit in his approach________
broad flexible plan________
no plan whatever________

7. Solutions to problems were developed by and facts secured by the group rather than the leader

always____ frequently____ sometimes____ rarely____ never____

8. Leader's questions challenged interest and thinking of group

always____ frequently____ sometimes____ rarely____ never____

9. Individual points of view were respected by leader and group

always____ frequently____ sometimes____ rarely____ never____

10. Group appeared to think of leader as:

one of the group______________
the person who calls the shots________
someone to emulate but also member of group________
the typical teacher___________
someone who interfered with effective group activity________
other:___________________

D. SOCIAL CLIMATE

1. Members of group appeared to be

rather formal______
closely knit as group_______
flippant and personal________
other:_____________

(Describe how they addressed each other)

2. Leader and group appeared to be

    on same level________
    on quite different levels_______
    leader tried to create difference
        successfully_______
        unsuccessfully________
    leader tried to work for same level
        successfully______
        unsuccessfully_______

3. Specific indications of social distance observed in group (before and after session-during the meeting)

E. LEVEL AND KIND OF COMMUNICATION

1. Members understood one another

very well_______ fairly well________ very little______ not at all_______

all the time_______ most of the time_____

Example:____

____

____

____

2. Members drew other members out and asked questions if they did not understand other members' contributions

always_____ frequently______ sometimes_______ rarely_____ never______

Example:____

____

____

____

3. Each contribution was built upon previous contributions

always_____ frequently________ sometimes_______ rarely______ never______

Example:____

____

____

4. Materials, readings, manuals were used primarily

as major source of discussion______
only as way of getting discussion started_____
as source of facts and resource materials_____.
as final authority_______
incidentally________
not at all_______

F. LEVEL AND TYPE OF REASONING AND THINKING

1. Faulty or doubtful reasoning was challenged

always________ frequently______ sometimes_____ rarely______ never_______

by leader_____ by group members______

Example:____

____

____

2. An attempt was made to clarify ideas and thinking by probing the reasons behind the opinions

always_______ frequently_______ sometimes______ rarely______ never_______

by leader_______ by group members______

Example:____

____

____

3. Problem-solving was

consciously sought by effort to develop method of approach_______
inherent but not explicit in discussion_______
not a concern of the group_______

4. Level of discussion was primarily that of

personalities______
family problems_______
social problems_______
community problems_______
search for facts, authority_______
philosophical and metaphysical approach_______

STEPS IN PROBLEM SOLVING

I. Defining the problem

  a. Obtaining clarity and understanding

  b. Being as specific as possible

  c. Reaching agreement that the problem being defined is really the problem

2. Gathering information

  a. Providing incidents or cases that exemplify the problem

  b. Discussing issues and concerns that are related to the problem

3. Diagnosing and analyzing the causes

  a. Stating goal or objective for change

  b. Performing a force field analysis

  c. Selecting forces(s) for modification

4. Proposing solutions

  a. "Brainstorming" or

  b. Making a list of as many alternative solutions as possible.

5. Discussing solutions

  a. Evaluating the merits of each alternative solution

  b. Ranking alternative solutions from best to poorest

6. Deciding on a solution or a series of solutions

  a. Choosing a solution which seems feasible, i.e., has potential for success

  b. Choosing a solution which we can actually implement, not someone else.

Steps in Problem Solving:
(continued)

7. Planning action steps
    a. Listing detailed steps for implementing solution(s)
    b. Planning specific steps that we as individuals can take

8. Evaluating the Action Plan
    a. Building into the action plan means of measuring results
    b. Planning on whether or not the solution has been accomplished

*9. Evaluating our way or working with one another during the problem-solving process
    a. Expressing our feelings and opinions about the way we are working (or will work) together
    b. Planning ways in which we can improve our working relationships

* Although Steps 1-8 are sequential, Step 9 should be implemented concurrently throughout the process.

WORKSHEET #1

RESTATING THE PROBLEM

In the space below briefly describe the library problem you have chosen to work on then restate this problem in at least three ways, broadening it as much as possible each time.

Problem chosen:

____

____

____

Restatement and broadening:

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

5. ______________________________

____

____

WORKSHEET #2

LISTING SUB-PROBLEMS

Select the best broad problem statement and write it in the space below. Then list as many sub-problems as possible which belong under this major problem. Use the back side of this sheet if necessary.

Best statement of broad problem:

____

____

____

Sub-problems:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________
7. ____________________________________
8. ____________________________________
9. ____________________________________
10. ____________________________________
11. ____________________________________
12. ____________________________________
13. ____________________________________
14. ____________________________________
15. ____________________________________
16. ____________________________________

WORKSHEET #3

STATING WHAT WE ALREADY KNOW

Choose the key sub-problem on which you wish to work. Rotate this problem creatively. Then list as many facts as you can which relate to the sub-problem you have selected. Use the back of this sheet if necessary to list additional facts.

Sub-problem chosen:

Sub-problem re-stated creatively:

What we already know (facts on hand):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

WORKSHEET #4

GETTING THE FACTS WE NEED

In the left-hand column below list all the additional information you might need to know in order to continue work on your sub-problem. In the right-hand column list possible sources where you might obtain this information.

Sub-problem chosen:

____

____

Information Needed	Sources of this Information
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Personal Application Assignment: Decide on most needed information from above list, gather this information from the sources listed, and add this information to the list of facts on hand on the sheet stating what we already know.

WORKSHEET #5

REACHING FOR SOLUTIONS

In the space below, list as many ideas as you can which might be tentative leads to a solution for your sub-problem. Don't restrict possibilities at this point by evaluating these ideas. Be as "free½wheeling" in your thinking as you can. Try to think of at least 15 ideas as leads.

Sub-problem chosen:

____

____

Ideas as tentative leads to solution:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____

PRINCIPLES OF PROGRAM PLANNING
FOR TRAINING ADULTS

Lawrence A. Allen

Training is a management tool. In essence, it is the formal or informal procedures which an organization uses to facilitate employee learning so that their behavior contributes to the implementation of the goals and objectives of the organization.

It is a tool that has become recognized in business, industry, government and the professions including the Library in all its forms. Without question, in this age of rapid development, it is a basic responsibility of management, regardless of the field, to train and retrain individuals. Each year professional workers must acquire new ways of performing their tasks because of the changes in their occupation or profession. The skills, knowledge and attitudes required to perform the job must be learned by each individual. In the final analysis, learning is an individual phenomenon.

The Library Profession has a need, a real need, for pre-induction training, induction training and in-service training. It will always have this need. Much too frequently has the Library Profession considered itself to be sufficiently trained and "up-dated" simply on the basis of professional training and, perhaps more important, too often has it overlooked the many people in the field who may never have had pre-induction or professional training of any kind in Library or Informational Sciences. Librarians without degrees or professional training may be considered non-professional, but they, too, function as Librarians; consequently, the obligation on the part of responsible management is to extend and up-grade these individuals in order to improve the entire profession.

In a certain sense each of us who is in a supervisory or management capacity has a responsibility for the development of his own personnel. In fact, taking this statement just a bit further it is possible that each one of us in a management position could be considered to have as his primary objective and role that of a trainer of his own subordinates. If you develop your personnel to the fullest extent of their potential, whether it be in librarianship or any other field, then the possibility of accomplishing your objectives are greatly enhanced.

In spite of the fact, however, that all of us could be considered trainers, it is quite evident that many people in management and supervisory positions do not have the knowledge and skills to train properly. Consequently, it is for this reason the Workshop, Seminars, Institutes and Short Courses are set up to educate managers and supervisors in the training function so that they might carry out their responsibilities in a more adequate fashion. In fact, Management and Supervisory Training, is the most rapidly growing area of education in Management Development.

Program planning is one of the most important aspects of training. It is complicated and complex and primarily so because it involves people. When people are involved there are no absolutes which can be established as truths for all situations. Perhaps we could make one exception -- change. People do change constantly -- and that's not confined only to women! In spite of the fact, however, that it is a complicated process there are principles and guidelines which can be extremely useful to a person just entering the field of training or, indeed, one is already a trainer.

This paper has been divided into three main sections: one dealing with the importance of analyzing your organization before you begin any training program, followed by a description of how adults differ from young people and the implication these factors have upon your training program, and concluding with an extensive delineation of the twenty principles of planning a training program.

Because of the nature of this topic, the principles have been written in a very simple, and straightforward fashion. In fact, it can be considered a "How To Do It" approach. No apologies whatsoever are made for this format because it is felt that in its present form it will be of greatest use to the reading audience.

In essence, these concepts can be considered the most important principles or steps in program planning. Also, they are arranged in a logical sequence. Again, it is quite possible that in your particular organizational structure that all of the principles may not apply. The attempt has been to be as comprehensive as possible and to allow you the flexibility to use the principles as you see fit within your own organization and for your own objectives and purposes.

KNOW YOUR ORGANIZATION

Before beginning any program, specifically a training program, it is most important that you realize and recognize the organization wherein you are located at the time. Every organization has its own particular social system, milieu, and climate. These elements are products of many factors. It is very important for you to know these elements. For example, one of the most crucial factors that I feel all administrators and managers should realize is that of timing. When is it appropriate to introduce a new concept or approach a particular person or group within an organization? One morning you may be very successful whereas if you had attempted the same task the previous afternoon you may have been greeted with a negative decision.

In any event, it is most important for you to know what is happening in your organization. In accomplishing this, it is strongly recommended that you do two things:

1. You must make an honest appraisal of the current situation. It is here where you must be extremely analytical and be able to arrive at honest conclusions--and most of all be able to live with them! In other words, if you arrive at a decision that at the present time it is not possible to begin a training program because of certain political or personality pressures, then by all means don't attempt to get something going just to get something going!

2. You must make an initial judgement about the appropriateness of the program. For example, let's assume that you have decided to set up a training program. Now, you are faced with a decision as to whether or not the program should be conducted at this particular time and is it appropriate in light of what the organization needs. For example, it may not be appropriate from the point of view of timing or the nature of the program.

In short, you do not go into any training program in a blind fashion. You should analyze the organization much as a scientist would analyze a bug under a misroscope. In order to do this, you may ask yourself the following questions:

1. What has been the growth pattern within the organization, where does it seem to be going, and what problems or difficulties has this growth, or lack of it, caused for the organization?

2. What are the objectives of the organization itself? Do the program objectives which you have in mind mesh, that is, not contradictory to, the overall objectives of the organization?

3. Who are the leaders within the organization who might help your program? This refers to the informal and formal leaders. Some are leaders because of their position and others are leaders because of the respect which they have gained from their colleagues. In order for your program to be successful, you will need both types of leaders.

4. What are the present politics and pressures in your organization? Although this may seem to be a very general question and not too important, pause here and reflect. In every organization, politics, personalities and pressures exist which can cause difficulties for your program. You must be aware of these and be able to work around if not through them.

YOU TRAIN ADULTS DIFFERENTLY THAN YOUTH

The people whom you will be training and establishing programs for will be adults. It is most important, therefore, for you to realize that adults do differ from young people and that this fact has many implications for your training program. A great deal of research and information is presently available for people who are involved in training adults. It will not be attempted to summarize all of the research and to provide the findings, but rather to excerpt out the essential points for you to keep in mind when you are establishing your training program for adults.

Adults will differ from youth in learning in at least four different ways:

1. Adults have more experience simply because they have lived longer. The trainer must take advantage of this in the construction of his training program and in the utilization of the appropriate content and methodology.

2. The Adult not only has more experience but his experience is of a different quality. Adults have experience of such things as marriage, divorce, job difficulties and career problems, and a variety of other kinds of adjustments to life which the youth of eighteen or nineteen simply does not have.

3. The Adult is very much oriented toward his immediate needs and application of his learning. The Adult is what we call problem-centered rather than subject-centered. He wants to know how can he take this information and apply it to his immediate problems.

4. Perhaps the most important way in which the Adult differs is the manner in which he comes into and perceives his role as a learner in the learning situation. Learning is primary with a youth in the educational situation whereas with an adult it is a secondary condition. The adult does not want to be treated as a child and will demand treatment which recognizes him as an adult. He will consider the teacher or trainer to be a resource person; a stimulator who enhances learning through inquiry rather than having the

trainer as a transmitter of knowledge which is typically the case in more formal educational institutions. The adult has a desire to be self-directing and autonomous whereas the youngster wants to become dependent upon the teacher.

The above concepts of adults have implications which must be kept in mind when designing a training program. These can be summarized by suggesting ten principles to be kept in mind when training adults.

1. Adults can diagnose their own needs.
   Good trainers of adults are skillful in creating a non-threatening climate in which the participants discover themselves what they need to know.

2. Adults must want to learn.
   The Adult must have a "felt need" on his part that learning is required. He must have internalized the concept that there is a gap between where he wants to be and what he presently has in the way of knowledge, skill or attitude.

3. Adults will learn only what they feel the need to learn.
   Motivation is a key concept here. In order for an adult to learn he must feel very strongly motivated that this will help him in some way, usually with a problem of immediate nature.

4. Adults have different "developmental tasks" than youth.
   The sequence of learnings should be strongly influenced by those things which are necessary for the adult to advance from one phase of development to another.

5. Adults learn by doing.
   Although this is not a new concept, it is nonetheless disregarded in a great many training and teaching situations. Effective learning does not take place by having someone talk concepts in a lecture-transmitting process, hoping it will permeate an adult's head who will then regurgitate it back on paper for the trainer or teacher! An adult must participate in the learning process -- even in the establishment of the goals of the learning experience and its evaluation.

6. Adult learning centers on problems, and the problems must be realistic.
   This is the problem orientation mentioned above rather than the subject matter orientation. An adult lives in a realistic world and he wants his training to relate positively to that reality.

7. Experience affects adult learning.
   Learning can be interpreted as a process of association with past experience. Consequently, a person with more experience has the possibility of learning more than someone who does not, i.e., youth.

8. Adults learn best in an informal environment.
   The physical and emotional environment should be one characterized by relaxation. As a rule of thumb, the more participation on the part of the adult the better.

9. A variety of methods and techniques should be used in teaching adults.
Don;t stay with the lecture techniques. Use a variety of group participative techniques and many methods such as workshop, seminar, TV, University courses, etc.

10. Adults can evaluate their own progress toward learning goals.
Adults want guidance, not grades. An Adult enjoys being placed in competition -- but with himself? Typically, he does not want to compete with his fellow participants for high grades. Actually, he is interested in learning -- and competition for grades can be an obstacle to good learning.

TWENTY PRINCIPLES FOR PROGRAM PLANNING

The following is a step by step procedure for people engaged in training activities and who are interested in developing a training plan. It is emphasized again, however, that prior to the beginning or initiation of the following procedure the trainer would have analyzed the organization from a point of view of the current situation and the appropriateness of the initiation of a training program at this particular time.

Each of the steps will be briefly described. They are arranged in a logical program planning sequence. It is quite possible that a person presently engaged in training would unconsciously have followed some of the steps outlined below.

1. Analysis of need.
A program always begins here! Usually a trainer would think of a problem which would, in turn, lead to a clearer definition and clarification of a need on the part of the group or person to be educated or trained. In short, it is here that the trainer is attempting to find out just what is it that would prompt the initiation of a training program. What gap exists between where people are now and where the trainer or learner feels the person should be in order to perform as effectively as possible? Of course, the natural question which is raised immediately by people in the training field is this -- just how do you go about analyzing needs?

A variety of techniques and methods may be used in the analysis of individual or group needs within an organization. Some of the more common are the following:

A. Observation - Talking and discussing with people on the job or over coffee.

B. Interview - Asking people just what they feel their problem might be or how they would like to change their job or, indeed, the organization.

C. Problems - Analyzing what the present problems and sub-problems (causes) of the organization might be.

D. Attitude Surveys - There are a number of management consultants and other people in the field who would come in and conduct an attitude survey of personnel within the organization.

E. Grapevine - This is another communications instrument within an organization and should be listened to because it is here where the problems are expressed openly. However, be cautious about information received from this source.

F. Evaluation - An Evaluation of your present educational activities could provide interesting insights as to other needs which have not been met.

G. Committee - Bringing in a committee of experts in your particular area from the field!

H. Performance Appraisal - Personnel evaluations will uncover new needs. It is commonly thought in training and educational circles that people can easily express their own needs. This is not true! It takes expertise in education and "needs analysis" in order to really ferret out what it is that's bothering people, and what must be done to solve or meet these needs.

2. The Planning Committee.

It is strongly suggested that when you are thinking of establishing a program you get together approximately four to six people to serve as an Advisory or Planning Committee for your program. The role of each individual on this Planning Committee would be to help you set up the program and, in addition to this assist you in the carrying out of the program itself. Some of the major considerations in the development of a Planning Committee would be to have people serve upon the Planning Committee who would be varied in background as well as from different geographical locations. It is always useful to include people on this committee who have the following kinds of characteristics either on an individual or group basis: (a) creative, (b) understanding of the needs of the participants, (c) subject matter knowledge, (d) knowledge of educational methods and techniques, (e) representatives of various groups or publics within the occupation or profession and (f) somebody with public relations and promotional ability.

3. General Purpose.

It is most important that you define in broad terms what it is you hope to accomplish. In short, we are speaking about long range or general objectives when we talk about the general purpose of a program. It is again emphasized that a great deal of time be spent with this particular topic because this is the focus of your entire program and the base from which you will develop a program in specific detail. In short, it is what we call the General Objective of the program.

In talking about any program objectives, we must keep in mind that we are attempting to change people in certain ways. Either we are attempting to increase their knowledge, develop a skill or change their attitude. Essentially, all learning takes place in either one of these three categories.

For example, a general objective might be something such as the following: "To improve the quality of counseling among Vocational Rehabilitation Counselors." This would be a very general objective and certainly a very laudable one. However, it is now necessary to put this very general objective into more specific terms as to just how it might be accomplished.

4. Specific Objectives.

When developing specific objectives you can divide them into three parts, that is, each specific objective will have three elements within it. One, the people or group to be changed; Two, the type of behavior change you are attempting to bring about and; Three, the problem of content area about which you are concerned. For example, you might have the following as specific objectives - "To develop the skill of listening among the counselors in your organization." Or again, "To improve the quality of written communications from the State Director." These are very specific objectives and you may now proceed in designing a specific program for the individual or groups whom you are interested in training.

5. Facts about the audience.

   Whenever you are establishing a program for any group of people it is always important for you to gain as much information as you can about the audience before designing the program. For example, you would know something about the following characteristics: age; sex; experience; personalities; jobs; specific roles of individuals and groups; status or participants; conflicts both on and off the job; time that the people are on and off the job; any particular or special pressures which might be present at the time; intellectual and educational level of the group; familiarity with the subject matter or content you are interested in having them learn and the types of people coming to your group i.e., will it be a homogeneous group. In short, you want to know who is coming, what they represent, and in what specific areas do they need help. If you do not have this kind of information, it may be necessary for you to conduct a problem census in the form of a questionnaire or interview.

6. What do you want to say.

   Here we are talking about the content of the program. In some way, as suggested earlier, you want to change a person either by adding to his knowledge, changing his attitudes or developing some skills. Again, you will want to know whether or not the training session will be informational, inspirational or instructional. What is it that you really want these people to be like after they have been placed through your program? Perhaps an example could be used here - each of the readers should become more familiar with the steps of program development and consequently better trainers by applying these principles to their actual problems of training on the job. This is how you should be "changed" after you have finished reading the material.

7. Methods and Techniques of Presentation.

   Now that you have selected the content which you would like the individual to gain, it is necessary to select the method and techniques you are going to use in order to convey this information. As you will note, there is a differentiation between methods and techniques. Method is the vehicle or framework wherein the entire program will fit such as a Workshop, Conference, Short Course, or a formal course in a university, etc. A technique, on the other hand, is a means of presenting material within the individual classroom or learning experience such as the lecture, panel discussions, role playing, etc.

Some of the more common methods which are utilized in training or education are such things as: Workshop, Institute, Conference, Short Course, Correspondence, Weekend Institute, Series of Institutes, Seminar, Clinic, etc. Techniques would include such things as: Lecture, Discussion, Periods, Skits, Demonstrations, Panel Discussions, Reactor Panels, Interview Panels, Forums, Symposiums, Role Playing, Film, T.V., Incident Method, Case Method, etc.

Some of the new techniques which have been developed in educational technology and which are becoming more and more common in the training field are such things as programmed learning and machine and automated equipment. These contribute to greater independent study on the part of an individual student. This new educational technology will have, as it is now doing, a great effect on the training and educational world and should be investigated by anyone in the training field.

8. Design the Program.

Now that you have both the general and specific objectives along with the content you would like to teach and the methodology which you have chosen to convey the content you are now in a position to draft the original program. There are a number of ways of doing this, of course, but one of the techniques which can be applied very easily is the "grid technique". Essentially, your purpose here is to set down in panoramic view the entire program so that you might now begin to see it in its entirity and how all the pieces fit together. This is the pulling together process. In diagrammatic form it looks like this:

TIME	CONTENT	METHOD & TECHNIQUES	MATERIAL & EQUIPMENT	PERSONNEL
9:00 - 10:30	Role of the Trainer	Lecture and Buzz Groups	Two Article Overhead Projection	Dr. Smith

Also there are two major terms which you must be aware of in designing the programs and they are - continuity and sequence. Continuity refers to having a logical progression in the entire program which you may be offering. For example, in a one week workshop there should be a logical progression and relationship between what happens on Monday and Friday. Sequence refers to the relationship which one workshop might have to another. For example, in establishing a series of six workshops there should be a tie-in and relationship between the first workshop and the second, the third and so on. Again, a logical sequence so that the student or trainee is not confused but rather aided and abetted by the structure of the program. Most people in training positions seem to neglect this important step.

9. Selection of faculty.

The selection of faculty is an extremely important step in the process of developing a program. Not only should your faculty be competent in the subject matter which you would like to have them present but, and perhaps more importantly, they should have teaching ability. And this means teaching ability not in the typical stereotyped high school and college student atmosphere but rather a good understanding of the means and methods of teaching adults. Also, people should not be selected simply because of their status in the field or within your own organization. People such as this can hurt, if not destroy, a good program. Essentially, you want to select people for your faculty who will make the greatest contribution to the objectives and who have teaching ability. Also, you will have to decide whether or not you need experts in particular subject matter areas from outside your own organization. Importing people from outside your own organization is a sound practive and should be encouraged. Indeed, it is quite possible that if all of the people on your program come from inside your organization -- you are making a mistake! Another common mistake new trainers make at this stage of the game is that they will have a series of four or five speakers in one day. Again, this is a fallacious assumption that the more people we have the greater variety and consequently the greater interest in learning on the part of the students. This is simply just not the case. In general, the number of faculty members whom you have on your program should be kept to a minimum.

People who are familiar with adult learning and who may be associated with some form of Continuing Education are usually good representatives to enhance the quality of your program simply because they have experience in teaching adults. Also, you have to decide here whether or not you are going to use a key-noter and if you have a banquet, will you have a banquet speaker. Other practical questions which you will have to answer are such things as will you use discussion leaders and how will they relate to the overall program. Finally, who will conduct the evaluation?

10 Material.

The most important thing to remember about material is that it is supplementary -- a means to an end -- not an end in itself. They should be incorporated into the program and used in the learning process. Usually, it is not a good idea simply to pass out material so that people will have something to take home at the end of the day. If it has no relationship to what it is you have attempted to accomplish or if you have not in some way made reference to the material during the course of the day then leave it out. It is a good idea if you can have the material handed out beforehand, that is, before the people come to the training session so that they may have an opportunity of reading it before arriving. Unfortunately, however, most people do not read it beforehand. Also, if you wish to distribute material at the end of the session, it can be very useful as reinforcement of learning which you have already attempted to incorporate into the program itself. Here is where you would use the material in reference to what it is you had hoped to accomplish and then extend the learning process by giving it to the people as they leave your program. Some people prepare a "take home kit" which is distributed at the beginning or end of the program. Reference is made to some of the material included within it during the program, and then asking students or trainees to extend their learning by reading some of the articles after they have arrived home. Your follow-up evaluation could test whether or not it was read. You will also have to decide whether or not you are going to have any display materials and exhibits. These can be very time consuming but if well tied into the learning experience, they can be extremely useful. One of the questions which will undoubtedly be asked of you in a training program is whether or not the speeches or lectures which have been given will be duplicated and made available to the participants. You might anticipate this and have the speeches duplicated beforehand.

Another technique here is to have lectures and/or outlines duplicated for distribution so that the learners will not have to take notes while they are listening. You could distribute the material at the end or beginning of the lecture. One very great caution must be exercised with material - do not "drown" the trainee by providing him with a truckload of paper! Education cannot be measured by the pound of paper!

11. Involvement of the Audience.

We know in adult learning that the best form of learning comes about when the audience or participants engage in some way in the learning process. And this does not just happen! It must be planned for in the beginning of the program and incorporated throughout. It must be structured into the program. Some of the techniques to involve the audience have been mentioned previously and the possibilities are really infinite, limited only by the imagination of the trainer. Your objective here is not just to encourage "Togetherness," but rather how can you get the participant involved in the learning process so that the learning is more effective. Remember, in the final analysis learning is an individual phenomenon and comes about only when it has been internalized by the individual.

12. Meeting Aids.

The educational process can be enhanced and the learning experience deepened by the use on the part of the trainer of a variety of meeting aids made available to people in education today. It appears that in education and the learning process, the more senses, i.e., sight, learning, feeling, etc., which are used the greater the learning on the part of the individual. Consequently, it is important for the trainer to use such things as the blackboard, flip charts, slides, films, overhead projector, view-graph, recordings, drawings, demonstrations, models, the flannel board and film strips. These are but a few of the meeting aids which are available at the present time and which should be utilized by the trainer.

13. Finances.

It is inevitable that every program must have money attached to it. Not that you will have to charge for the program which you are establishing but it is obvious to all of us in education and training that programs do cost money. Consequently, it will be necessary for you to prepare a budget for each of your individual programs plus your overall yearly program. In the preparation of a budget it may be useful to divide the finances into two general areas: - Administration and Program. Administrative costs would include such things as printing, mailing, publicity and promotion, renting of space, secretarial help, and other such things concerned with the direct cost of administration of the program. Program would include the biggest expense of all, that is, the faculty or instructors who would be receiving honorariums for participation in your program. Also, you will have to consider the travel expenses of people coming to your program. Rentals of equipment in one form or another is another expense included here. Of course, if you are going to have food for the group you must consider this in relationship to the number of people coming. The cost of materials which may be purchased or duplicated must also be included. These are but a few of the expenses which you have to consider in the development of a program. The important point to remember, however, is the fact that you should have a budget for each of your programs.

14. Publicity and Promotion.

Many programs have "died on the vine" simply because other people and possible audiences have not heard about them. In short, you really can't say enough about your program to people who might be interested. Rather than a broadcast style of advertising, narrow in on your target audience. Then consider all the media possible through which you might advertise. Perhaps the best form of advertising is "word of mouth", but don't forget such things as the bulletin board, brochures, radio, television, journals and newspapers, direct mail, and any other techniques which your imagination might create. Again, the timing is extremely important here. Your promotion should be continuous and as the time approaches for your program the publicity should increase. It may be that you would prefer to get some professional help in for this part of your program because public relations is coming more and more to be a professional field and demands expert treatment.

15. Physical Facilities.

Again, here is something which is forgotten or neglected many times by people setting up a program. Remember, that the physical facilities must fit the purpose and objectives of your program and, in addition, be capable of carrying the content and methodology which you wish to convey. For example, if you have immovable seats it will be more difficult for you to use participative techniques. You must decide whether or not you want to conduct the training program within your own plant or move to a place which has few if any attractions to distract your audience. It is important to select the various kinds of rooms which you will need for your program. Do you want to have large general sessions in small groups following general sessions? If so, this will determine the types of rooms that you will need. Also, is it formal or informal arrangements as far as grouping is concerned or will everything take place in one room? What about audiovisual equipment such as films and film strips? Be sure to check the lighting, ventilation, washrooms, telephones, etc. These are things which are typically forgotten - and have been the ruin of many a good program. If you must use physical facilities, other than your own organization, - keep a list of hotels and other facilities in your area. You might send to the Chamber of Commerce for materials. They would be pleased to supply you with as much information as possible.

16. Time Element of the Program.

The content and methodology of your program will determine its length. You will have to decide what it is you want to accomplish and then make a decision as to the amount of time it will take to provide the kinds of learning experiences with sufficient intensity and continuity to accomplish your objectives. For example, if you wanted to teach someone the skill of Conference Techniques, you might think of a basic course to be provided in a Workshop of one week's duration. Or, again, you may wish to teach the same thing, Conference Techniques, over a period of ten weeks meeting once a week. When scheduling your program be very much aware of the timing so that you do not conflict with other meetings, holidays, seasonal or organizational pressures and that you do not unnecessarily disturb the time schedules of your participants.

17. Supplementary Activities.

Just about any educational program can be supplemented with a number of outside or extra-curricular activities. For example, you may wish to take a field trip or tour of one of the local places of interest. Indeed, it is also possible to set up optional evening sessions for the group. In any event, the major point to remember here is to make sure that you relate the supplementary activities to the general program. Very often, some educators and trainers will attempt to establish something such as this as something quite different from the regular program and then wonder why it is not accepted or held in great favor. If it's entirely social in purpose, say so. Don't give it an educational purpose when it has none. In addition, you may want to establish experiments, exhibits, demonstrations of one sort or another or even invite in some guest lecturers. Optional sessions for the group which may be called "Problem Clinics", that is, where the participants would get together to share ideas about how they do things on their particular job or on the home front are enjoyed and are typically quite successful.

18. Reports.

It will be necessary for you to decide what type of reports you want for your particular meetings. You may have reports which could take either one of three forms. One, summaries of group work sessions; Two, recommendations for later sessions; Three, new ideas to discuss at a later date. You may also wish to have reports for the participants and others after the meeting. Again, these could take at least three forms if not more: One, highlights of the sessions; Two, results of work group sessions, Three, summary of the entire meeting. Furthermore, you will have to determine the system or method you wish to use in order to handle the reports. For example, you could use people as observers in each one of the sessions; other people could be used as recorders, that is, taking down the information in each one of the meetings; also a tape recorder could be used and the information later typed. You must also consider who is going to do the work such as duplicating the material and mailing it out.

19. Evaluation.

Evaluation is a process. It can be either simple or complex depending upon the nature of the problem. It is included (or should be) in all educational programming. Evaluation is not something that occurs at the end of an educational program but occurs throughout the educational process. It could be viewed as the beginning and end which means that educational programming is cyclical in nature.

If we could determine that the objectives were the most important part of your planning process, then Evaluation would be at least as important because the two are so inter-related. In order to do a good evaluation, it is important, in fact, imperative that you have very well written, specific objectives because only on the basis of such objectives can an evaluation be done.

Specifically, programs begin by determining "needs." Objectives are then determined and a program developed to accomplish these objectives which is then evaluated, followed by re-planning, re-implementation and re-evaluation. Thus a complete cycle is formed which is a cycle of educational programming. Expressed in other terms, evaluation is an appraisal or judgement of the value or worth of something. Essentially, in evaluation we are usually concerned with evaluating three things or aspects of the learning process: One, the reactions and feelings of the group toward the entire process which usually gives us a pretty good idea of their feelings about the methods and techniques which we have used; Two, has any learning taken place and Three, what behavior changes have occurred? The latter is the most difficult to measure.

In order to evaluate the first aspect of the program, that is reactions to the program, one of the best techniques is the Post-Meeting-Reaction-Sheet which is distributed to the group immediately after the session. These get you immediate reactions. You might also set up observers and interviewers to get at reactions of the group. Another technique is to select participants to serve as an Evaluation Committee who would evaluate during and after the meeting. Again, the Planning Committee which was recommended earlier could be used as an Evaluation Committee throughout the entire program. Such a procedure has great advantages because there is a continuity between what has been planned and how to evaluate it. The second area we spoke of which is learning can be evaluated through pre and post tests along with control groups in order to determine just how much has been learned by the participants. The last, Behavior Change, is the most difficult to measure. One technique which maybe used to measure behavior is to assess the individual on the job before the training takes place so that you might derive some benchmarks of behavior. Then three to six months after the learning has taken place to go back, observe once again what kind of behavior has taken place on the job.

Although evaluation is by far one of the most important and most difficult parts of the programmed planning process, it is often given very little consideration by trainers and educators - exactly for the reason that it is difficult. If you do not attempt to evaluate your programs on the basis of some evaluation techniques than it is quite possible that your program is doomed before it begins.

20. Follow-up.

Here we are concerned primarily with what takes place back on the job or on the home-front. How can we best implement what took place at the meeting or what we would hope took place in the way of learning and behavioral change? We have suggested some of the techniques such as providing some materials which the participants could take with them in order to re-inforce some of the learning which took place during the learning experience. Also, we have suggested that a report of one form or another might be sent to the participants after they had arrived back on the job. Some people have found it very valuable to send a questionnaire to participants from three to six months after the meeting to have the participants check what they feel they had received from the meeting which was of greatest value to them and, perhaps of more importance, what they feel they still need. Still another technique is to have the State Director of Regional Representative ask participants to report what they had gained from the meeting at a back home conference. Also, personal visits on a face-to-face basis by the Regional Representative or State Director in an interview of informal discussion to assess what might have been learned and what behavioral changes have taken place is very valuable. Whatever the technique used, it is most important that some form of follow-up be employed because it is, in the final analysis, the actual on-the-job performance or change in behavior that we are interested in developing withing the individual.

CONCLUSION

Many of the above twenty principles or characteristics of good program planning have been described very briefly. It is obvious that we could go into greater detail about a great many of them, particularly that of Evaluation and the technique of writing objectives; however, space precludes our doing so. It has been our attempt here to develop within you an appreciation of the principles of program planning and that there is a logical sequence to this process.

Knowing all of these twenty principles will not, however, guarantee you success! It is important that you remember that you are teaching adults and that you continuously evaluate your programs with the view that education and training is cyclical in nature and will only improve if you want it to through your own processes of evaluation. In addition, continue to "experiment" with new programs and methods of teaching. Again, it is only in this way that you will continue to grow and so will your program. Without experimentation and innovation both you and your program are dead!

This paper has been an attempt to give you the "musts" of program planning. But if we are to abide by our concepts of adult learning we know that you can only learn by doing, that is, you must begin to apply the twenty concepts and internalize them by using them. Without question, you will make mistakes -- but then you also learn from these mistakes.

In conclusion, the great need for logical planning has been emphasized in the development of any educational training program. It is a step by step procedure based upon very rational principles and concepts. You do not design a method and then find some content which will fit into this particular method. Invariably, you will always start with the "need" -- what's the problem -- what is it that you are trying to correct and what change in behavior or how should your participant be changed by the learning process? Ultimately, you are interested in changing the individual because as we have stated earlier learning is an internal and individual phenomenon. It is a complex and complicated process which requires deep understandings and insights. These will come to you if you continue to analyze your programs. The participants, yourself and the relationship among the three. Educational programming is difficult -- but rewarding!

It is my sincere hope that the principles and concepts outlined above will provide a framework and paradigm for your future successful education programming.

Your number ___________

Post Meeting Reactionnaire -- Self Perception

1. Were you interested in this session:

   ____
   very much quite a bit some, but not much very little

2. Did you gain any insights through the exercises:

   ____
   certainly did probably did perhaps not at all

3. How satisfied with this session do you feel?

   ____
   entirely very quite satisfied somewhat satisfied unsatisfied

4. Which aspect of this session was most helpful? Why?

5. Was the session effective in its method of presentation? ____Yes ____ No
   Comment:

Your number ________

Post Meeting Reactionnaire -- Communications and Feedback

1. Were you interested in this session:

very much	quite a bit	some, but not much	very little

2. Did you learn any new facts or get any new ideas?

certainly did	probably did	perhaps	not at all

3. Were your previous opinions confirmed or strengthened?

very much	quite a bit	some, but not much	very little

4. How satisfied with this session do you feel?

entirely	very	quite satisfied	somewhat satisfied	unsatisfied

5. Was the session effective in its method of presentation? ____ Yes ____ No
Comment:

Your number ________

Post Meeting Reactionnaire -- Community

1. Were you interested in this session?

____

very much   quite a bit   some, but not much   very little

2. Did you learn any new facts or get any new ideas from material presented?

____

certainly did   probably did   perhaps   not at all

3. Were your previous opinions confirmed or strengthened?

____

very much   quite a bit   some, but not much   very little

4. Do you feel the design for your inner-city trip is well planned? ___Yes ___No
Comment:

5. Which aspect of this session was most helpful? Why?

Your number ________

Post Meeting Reactionnaire -- Group Process

1. Were you interested in this session?

____
very much quite a bit some, but not much very little

2. Did you learn any new facts or get any new ideas?

____
certainly did probably perhaps not at all

3. Were your previous opinions confirmed or strengthened?

____
very much quite a bit some, but not much very little

4. How satisfied with this session do you feel?

____
entirely very quite satisfied somewhat satisfied unsatisfied

5. Was the exercise effective in making the information input clear?
___ Yes ___ No Comment:

6. Was the method of presentation effective? ___Yes ___No
Comment:

7. Which part of this session was most helpful? Why?

Your number ________

Post Meeting Reactionnaire -- Problem-Solving

1. Were you interested in this session?

very much	quite a bit	some, but not much	very little

2. Did you learn any new facts or get any new ideas?

certainly did	probably did	perhaps	not at all

3. Were your previous opinions confirmed or strengthened?

very much	quite a bit	some, but not much	very little

4. How satisfied with this session do you feel?

entirely	very	quite satisfied	somewhat satisfied	unsatisfied

5. Was the session effective in its method of presentation? ___ Yes ___ NO
Comment:

Your number ________

Post Meeting Reactionnaire -- Evaluation Process

1. Were you interested in this session?

   very much   quite a bit   some, but not much   very little

2. Did you gain any insights through the exercises?

   certainly did   probably did   perhaps   not at all

3. How satisfied with this session do you feel?

   entirely   very   quite satisfied   somewhat satisfied   unsatisfied

4. Which aspect of this session was most helpful? Why?

5. Was the session effective in its method of presentation? ___Yes ___No
   Comment:

Your number ____________

Post Meeting Reactionnaire -- Change in Libraries

1. Were you interested in this session?

____

very much   quite a bit   some, but not much   very little

2. Did you learn any new facts or get any new ideas?

____

certainly did   probably did   perhaps   not at all

3. Were your previous opinions confirmed or strengthened?

____

very much   quite a bit   some, but not much   very little

4. How satisfied with this session do you feel?

____

entirely   very   quite satisfied   somewhat satisfied   unsatisfied

5. Was the session effective in its method of presentation? ____ Yes ____ No
Comment:

6. Which aspect of this session was most helpful? Why?

Your number ________

Reaction Sheet: Diads

1. Is your diad making effective progress on the problem? ____ Yes ____ No
   Comment:

2. Can you diagnose any difficulties you may presently have? What are they?

3. Can you foresee any problems arising? What might they be?

4. Are you making use of the resource materials and people available?
   ____ Yes ____ No If not, why not?

Your number ________

Post Meeting Reactionnaire

1. Were you interested in this session?

   very much   quite a bit   some, but not much   very little

2. Did you learn any new facts or get any new ideas?

   certainly did   probably did   perhaps   not at all

3. Were your previous opinions confirmed or strengthened?

   very much   quite a bit   some, but not much   very little

4. How satisfied with this session do you feel?

   entirely   very   quite satisfied   somewhat satisfied   unsatisfied

5. Which aspect of this session was most helpful? Why?

"Evaluating the Library's Program"*

The first step in evaluation is to state in clear and unambiguous terms what the goals of the program are. For example, if the library is to be an instrument of community improvement, it will look eagerly for any indications of betterment that may be traced to library influence.

Once goals are established, a librarian has an impressively large variety of techniques to use in evaluating his programs. There are at least ten kinds of evaluative measures which are now in use:

1. The most familiar are OBJECTIVE MEASURES OF THE USE OF THE LIBRARY AND ITS VARIOUS SERVICES. Librarians the world over collect certain basically similar statistics: number of persons registered, number of borrowers, number of persons coming to the library, number of books or other materials circulated, number of meetings held at the library, attendance at meetings sponsored by the library, and number of different outside groups served.

2. The ANALYSIS OF OBJECTIVE MEASURES ACCORDING TO A CLASSIFICATION SYSTEM. Most librarians make some scrutiny of their circulation figures to learn the relative popularity of various categories of books. Some are content to distinguish between fiction and non-fiction while others will analyze circulation by more detailed subject-matter groups from time to time. For example, are books on health circulating more after an effort to encourage their use? Are new segments of the population not previously served being reached?

3. COMPARISON OF THE OBJECTIVE FIGURES OF LIBRARY USE WITH EXTERNAL TOTALS OR CATEGORIES. What portion of the people between 20 and 30 use the library? Or educational level, geographic areas, occupation, etc.

4. CALCULATION OF COST OR SERVICE INDICES. The cataloger may wish to find out how long it takes to catalog the average book or what the cataloging cost is per book. How much does the library service cost compared with a comparable library? Circulation compared to A.L.A. percentages.

5. THE ANALYSIS OF COMMUNITY STATISTICS TO SEE WHAT THEY REFLECT IN LIBRARY PROGRAMMING. If a library staff determines to do something about reducing the incidence of tuberculosis in its community, the statistics on the number of people who contract tuberculosis should decrease. In similar fashion, other gross factors of the same sort may be used. Ironically, the indices may go in a reverse direction from what expected. For example, the number of cases of reported tuberculosis may rise rather than decline. This unexpected result occurs because the public becomes aware of a problem and takes more immediate steps to do something about it.

6. THE SYSTEMATIC COLLECTION OF SUBJECTIVE JUDGEMENTS. A librarian with adequate funds to do so might engage a specialist in public opinion polls to make a scientific analysis of the attitude of the people of the community toward the library. A much less expensive, though less scientific, method would be the use of questionnaires which might be mailed to a large number of the citizens.

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*Houle, Cyril O. Libraries in Adult and Fundamental Education, Chapt. 7, UNESCO, 1951.

If the library wishes to know the reaction of its patrons--as distinguished from those of the community at large--it might ask them to answer a questionnaire to determine the opinion of the patrons concerning any particular service or activity.

7. CASE STUDIES. Some librarians think it is very useful to analyze with great care a small number of cases rather than to survey only very generally a large number. If a library staff were to decide to try to influence patrons to be more effective users of library service, it might select a relatively small number of people who take out books at random and see what could be done to make them more purposeful readers. An honest appraisal at the end of a year might give very great assistance to the planning of more general programs designed to accomplish this same end. Do those people, for example, who participate in a program designed to elevate literary tastes, choose better books for their recreational reading when the program is over?

8. DIRECTED JUDGEMENT OF THE STAFF. If the group of people who have been responsible for developing a program sit down together at its conclusion and ask themselves how well they have succeeded and wherein they have failed, the results will ordinarily be most illuminating and lead to further programs.

9. SELECTION OF IMPORTANT INCIDENT. In the dynamics of library operation, many things happen, some of which seem to have more significance than others. If an outstanding community leader, who has never used the library, begins to do so, the librarian rejoices. If the librarian is told that his ability to answer a difficult question had saved a business man considerable expense, or if he is approached by a patron who says the library has opened a whole new area of interest to him then the librarian knows at least in these cases that the program has succeeded. The effective analysis of important incidents is one of the most rewarding forms of library evaluation.

10. THE LIBRARY STAFF MAY EVALUATE ITS WORK IN TERMS OF INCREASED OR DECREASED RESOURCES. Has the budget been cut? Has a campaign to secure funds to build a new library been successful? Has the quality of the staff been improved? Have more efficient procedures for circulating of books been worked out?

The final three forms of measurement (8, 9, and 10) are almost completely subjective in character and they must therefore be used with full awareness of the difficulties which subjectivity always brings with it. When the sole criterion of success is personal judgement there is always the danger of bias opinion. If these subjective forms are used wisely, however, they can be of the greatest use.

It must constantly be remembered that the chief end of evaluation is the improvement of library services.

Your number ________

FINAL EVALUATION SHEET

1. Did the institute meet your needs in the areas covered?
____ Yes ____ No Comment:

2. Were the personal skills stressed in the institute helpful to you?
____ Yes ____ No Comment:

3. Do you feel the total institute program was well designed? Why?

4. What would you have liked more time spent on?

5. What kind of program do you feel you will need for a second phase, follow-up in the spring? What time would be most appropriate for that meeting?

6. How optimistic do you feel about the implementation of the plan your team has developed?

7. Is this plan different from one you could have developed without having attended this institute?

8. Have you found the services of the state library consultants helpful on the job? How could they help you better?

9. Did you feel their function here at the institute useful? In what way?

10. Indicate the degree to which you feel the objectives of the institute were met. Use check mark. Five is completely met, one is not met.

a. perception and identification of needs through analysis

5 4 3 2 1

b. plans and procedures to respond to needs via problem solving methods

5 4 3 2 1

c. administrative approaches to implement approaches

5 4 3 2 1

d. interpersonal and group process skills as tools

5 4 3 2 1

ANDERSON PUBLIC LIBRARY
Anderson, Indiana

The problem

In the Anderson community, we have two distinct types of disadvantaged. We have those who are culturally disadvantaged and those who are culturally and financially disadvantaged. Neither type uses the library. The largest group is made up of those who are culturally disadvantaged. This group consists of both blacks and whites. Our problem is specifically, how do we reach the largest group of non-users, the low educated, blue collar worker who is culturally disadvantaged?

The causes

1. They don't recognize the existance of the library as an institution.
2. Their children use the library when required to by the education process because the library then meets a need they have.
3. They have a very fixed pattern of life. The library is not a part of this pattern. They only go from home to work and back again.
4. They do not retain the habit of library use from childhood to adulthood because the library represents only an instrument to use while attending school. Once out of school, the need for information stops. T.V. fills their need for recreation.
5. This group is geographically scattered throughout the town.
6. The group has a very loose identity as a group. The only commonality is their working place, the factories.
7. They do not identify excessively with their labor union. Only a small percentage votes in the labor union elections, and this same small percentage runs the union.
8. The type of recreation that appeals to this group tends to be physical in nature like bowling, fishing, hunting, etc. T.V. plays a large part in their daily lives. The T.V. set is on continuously during the day and during the evening.
9. They are characterized as a non-participating group both culturally and socially.

Solution/objective

Our specific solution is to attempt to direct these non-users out of their fixed pattern to the extent that they first use a library service and then that they use the regular library facilities.

Action steps

1. Hire a staff of two to contact the group members at their place of work.

   a. The individual in charge of the project would be acquainted with the community group to be served preferably by family background or personal prior work experience. This individual would not be limited to operating the mobile unit but would be expected to make contact with individuals and sub-groups at the plants. The individual will be free to make any necessary adjustments in the schedule to accomodate this community group. The object will be to reach as many people as possible.

b. One full-time helper would be employed to drive the unit and to serve those who use the unit.

2. A mobile unit would be at their disposal at all times. The library director will contact management and unions at all plants employing 1,000 or more workers to gain admittance to the plant grounds and facilities. Once at the plants the individual in charge is to decide how best to approach the group to be served.

   A new name would be decided upon instead of using the term "bookmobile."

3. A separate budget would be provided for this unit. The unit will carry a specialized collection to appeal directly to this group of non-users. The beginning materials will be of a nature to appeal to the established interests of this group such as sports or things of a popular nature. Circulating copies of magazines of all types and paperbacks would be of primary importance. The reading levels will be geared to those who work in the plants.

   The unit will have full authority to draw upon the larger bookmobile collection and the main library paperbacks if and when they feel it necessary.

   Other materials can be purchased when necessary.

Evaluation of action steps/objective

1. A sample pre-survey of our registered borrowers will be made to determine what percentage is of the blue-collar class presently

2. An analysis of registration would be made to determine the nature of new users for the duration of the project.

3. Circulation statistics would be kept by the mobile unit as well as a registration file.

4. A weekly conference would be held with the library director and deputy director to evaluate performance and progress. An evaluation record would be kept on change in attitude on the part of the group served by the mobile unit.

Prepared by: David A. Bucove, Director
Bonnie Harrison, Young Adult Librarian

EAST CHICAGO PUBLIC LIBRARY
East Chicago, Indiana

PROBLEM

Providing relevant library services to the people in the areas surrounding three new community centers located in deprived areas.

ISSUES AND CONCERNS

Plus factors:

1. The Office of Economic Opportunity and the United Community Services (which operates the community centers) has made detailed economic, educational and sociological surveys of the three areas. The results of these surveys are available to us.

2. We have rooms designated for the library in each center.

3. We have furniture, equipment and books. Primarily paperback and minimal reference collections.

4. We have one staff member for each center.

5. We are currently training staff in library techniques: storytelling, film showing, etc.

Minus factors:

1. Community advisory boards are not in agreement as to functions and programs of centers.

2. We need additional staff with a working knowledge of Spanish in each area.

ACTION

1. Staff must be able to find out needs of individuals with whom they come into contact.

2. Staff must work through the organizations and institutions of the area, participating actively in these organizations.

3. Staff must be able to initiate programs and innovative procedures to attract people into the library and get them to learn and change through the resources of the library.

4. Staff must get involved with community advisory boards and make them aware of what we have to offer and how we can help.

5. Spanish-speaking staff people should also be involved in the program and work in the areas concerned.

6. Basic English materials must be added to the collection as well as current popular materials in Spanish.
7. Programs must be continuously evaluated and emphasis shifted as needed.

Prepared by: Robert D. Wood, Director
Ezelyn Johnston, Head, Main Library

EAST CHICAGO PUBLIC LIBRARY *
East Chicago, Indiana

The East Chicago Public Library is establishing library branches in each of the three new community centers located in deprived areas. Furniture and equipment are ready to be put into these libraries. Also, a collection of paperbacks for children and adults are ready for use.

The goal of the library is to reach the people in these three areas, and to get them to use the library facilities.

A subordinate or specific objective is to discover the needs of these people which the library can serve. Various groups of the communities must be examined to find out their specific wants, which will differ from group to group.

1. Age groups
    a. Preschool children
    b. School children
    c. Young adults
    d. Adults of working years
    e. Retired and aged

2. Ethnic groups
    a. Mexicans
    b. Puerto Ricans
    c. Negroes

3. Groups according to educational attainments
    a. Without schooling
    b. Grade school
    c. High school diploma
    d. College graduates

Individuals must also be studied to learn other needs than those revealed by their age, ethnic or education groups.

Another subordinate object of the program is to train the library workers of these centers.

1. They must be able to find out needs through sympathetic study of each individual with whom they are in contact.

2. They must learn as much as they can through the organizations and institutions of the area.

3. They must participate in activities and organizations to learn about people's needs.

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* The two programs submitted by East Chicago Public Library have not yet been coordinated.

4. They must learn about the resources of the library which can be used to fill needs, such as books, films, records, information and games.

5. They must be able to initiate programs and experiments in an attempt to attract people into the library and to get them to learn and change through the resources the library has.

Prepared by: Ezelyn Johnston, Head, Main Library

EAST CHICAGO PUBLIC LIBRARY *
East Chicago, Indiana

PROBLEM:

Providing relevant library services to the people in the areas surrounding three community centers (almost completed).

ISSUES AND CONCERNS:

Plus factors:

1. We have rooms designated for the library in each center.
2. We have one staff member for each center (we need more, especially Spanish speaking).
3. We have furniture, equipment and books. Primarily paperback and minimal reference collections.
4. We are currently training staff in library techniques: story telling, film showing, etc.

Minus factors:

1. We are not sure about the real capabilities of the staff members concerned.
2. Community advisory boards are not in agreement as to functions and programs of centers.
   (a) We do not have representation on these boards.
3. Staff members at Main and other branches need to know more about this program and to become involved.
4. Staff members are more book-oriented than people-oriented.
5. We need more non-book materials and equipment.

ACTION:

To get involved in the training of staff to make them aware of what we have just been through.

To get staff involved with community advisory boards and make them aware of what we have to offer and how we can help.

To get Spanish-speaking staff people also involved in the program and working in the areas concerned.

To get basic English materials in the collection as well as current popular materials in Spanish.

To continuously evaluate the program and be prepared to shift emphasis as needed.

To get the Board of Directors actively behind the program.

Prepared by: Robert D. Wood, Director

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* The two programs submitted by East Chicago Public Library have not yet been coordinated.

EVANSVILLE PUBLIC LIBRARY AND VANDERBURGH COUNTY PUBLIC LIBRARY
Evansville, Indiana

Re: Proposed Plan of Action for Improving Public Library Service to the Inner City Residents of Evansville, Indiana.

I. Background

East Branch Library was one of three branch library buildings given to Evansville Public Library by Andrew Carnegie in the early twentieth century. Up until about 1960 it was surrounded by large single-family homes occupied by the leading families of Evansville. The branch was used heavily by these families and its collection was tailored to meet their book-oriented demands. A few blocks from this area and closer to downtown Evansville were and are homes of Negro residents - about 7% of the population presently. The majority of Evansville's Negroes live in this area.

Since the mid-1960's, however, the use of this agency has shown a consistent decline as reflected in circulation and reference statistics. In our opinion this is the direct result of a fundamental change in the population of this area. To wit, the well-educated, book-oriented, middle-class resident has fled the area, leaving it to the under-educated, less-affluent, non-reader. Large homes formerly occupied by single families have been converted into apartments and rooming houses now occupied by transient white persons and aspiring middle-class Negroes.

II. Goal

It is apparent to us that for whatever reasons they may have, the great majority of the inner-city residents do not use East Branch Library, and more importantly, we have reason to believe they do not use public library materials and services at all.

We believe the public library can and should provide materials and services relevant to the intellectual needs of everyone in the community including the inner-city residents. Although the facilities of Central Library and all other branches are open to them, the inner-city residents live within walking distance of East Branch Library. We feel our efforts would best be directed toward that agency.

III. Objectives

A. To increase the use by inner-city residents of public library materials and services in general and of East Branch in particular.

B. To provide materials and programs at this agency which contribute to individual growth and which will be utilized.

IV. Methods of Achieving Our Objectives

A. Survey in depth the community ostensibly served now by East Branch Library. Establish contact with existing groups in the immediate community to determine individual needs and interests.

B. Alter the collection at East Branch to reflect the expressed needs and interests of the residents, stocking in sufficient quantity materials acceptable in form as well as content. That is, paperbacks, magazines, records, how-to-do-it books and pamphlets and black culture-related materials.

C. Emphasize programming as well as the circulation of printed materials. Such programs might include a film series, individual tutoring, interest groups (sewing, automobiles, music, etc.), live music concerts, puppet shows, judo demonstrations, etc.

D. Alter the physical interior of the building to make it less formal, more inviting to the user, more comfortable, and less forbidding. This might include a carpeted lounge area, easy chairs, smaller tables, lower shelving, bright colors, reduction in size and relocation of the charge desk, and air-conditioning.

E. Retrain and educate the present staff in methods and attitudes which will put at ease the shy, low-motivated, would-be library patron, and solicit from the entire system-wide library staff suggestions and acceptance of our methods and objectives.

F. Consider the abolition of fines system-wide as a method of increasing the use of the public library collection generally and East Branch in particular.

G. Observe the following guidelines:

1) Use of library materials takes precedence over their preservation in a public library.

2) The willingness to experiment with new methods, materials, and programs is imperative to the success of this plan.

3) The acceptance of the possibility of short-term failures should not discourage the staff from attempting to achieve long-range objectives.

4) Results may not be measurable by traditional methods.

5) The inner-city resident who enters the library should be made to feel welcome as long as his objectives are in harmony with the purposes of this plan.

6) Avoid a condecending or patronizing attitude to our patrons.

V. Evaluation

We recommend the formation of an advisory committee composed of ordinary residents of the immediate neighborhood to serve in a feed-back capacity so we may learn from our mistakes and avoid repeating them.

Prepared by: Edward A. Howard, Director
Frances Klinger, Acting Branch
Librarian, East Branch Library

HAMMOND PUBLIC LIBRARY
Hammond, Indiana

PROBLEM

How can our organization make Brooks House a more effective, thus more meaningful library to the Black community of East Hammond.

Sub-problem: Services of the past have not met the needs of the black community.

The present collection does not appeal to the needs of the black community.

Main staff people are not sensitive to the inner city problems:

Substitutes have no time for going into area
Personal "hang-ups-about area, etc.
What a library branch is?

SOLUTIONS

1. Attack formal groups to discover what they are doing and how they may be useful to us and us to them. Possible method proposed:
   a. Create a neighborhood library advisory council.
   b. In scheduling this approach, we should have the availability of a staff assistant, so that the present librarian will have time to go to group meetings within the community as she is needed.
2. Increase the quantity of paperbacks, pamphlets and current news media relevant to needs: health and baby care, social diseases including alcoholism of teenagers and personal hygiene. Program a utilization of non-print materials:
   a. Talking books, extra film nights, tapes in sessions at the branch.
3. Invite various Negro speakers from outside the community for specific purposes: labor, management, politics, ministerial, educators, doctors, national organizational representatives. This program would result from feedback from the approach to groups noted above.
4. To establish greater rapport with the community and alter the present image of the "library," change the nomenclature to Brooks House Resource Service Library.

MEASURABLE ASPECTS OF PROGRAM

1. If the various age groups and social agencies are responding to program positively or negatively.
2. If there are noticeable changes in staffing.

3. If there are noticeable changes in present staff's attitudes towards branch libraries and areas.

4. If the reconstructed collection is being used more than the previous collection.

Prepared by: Osmon Crain, Head, Branch Division
Donna Hildreth, Branch Librarian,
Brooks House

INDIANAPOLIS-MARION COUNTY PUBLIC LIBRARY
Indianapolis, Indiana

PROJECT:

Library to People

OBJECTIVE:

Increase awareness and use of the Public Library by the people of the inner city.

1. Area: Center Township

2. Preliminary: Survey of Area

   Population density
   Literary level
   Economic level
      Income level
      Welfare statistics
   Mobility factors
   Existing agencies
   Schools
   Etc.

3. Method: How?

   a. Fit and equip Bookmobile (a small one now in use and operation) with appropriate books (emphasis on paperbacks) and appropriate materials: projector, sound amplifier, slide equipment, films, records, mobile display equipment. Emphasize "Read, be read to and be shown approach." Have this unit go out to where people are and meet; cover area; recognize community needs, time, hours, seasons when persons can best be reached.

   b. Whenever possible use existing community agencies, facilities and contacts.

   c. Recognize continuous tie-in and referral of this unit to existing branch and central services.

   d. Recognize staff training of this unit as well as agencies to which books will be returned.

   e. Plan of operation would be to lend books from this flexible, mobile unit and have them returned to ten existing branches and Central already in area.

   f. Tie in with other programs such as Mayor's "Upswing" and "Get With It" programs.

4. Staff

Staff of this experimental unit to be oriented to clientele. Particular emphasis must be given to staff who will identify with, communicate with and be able to operate on "wave length" of persons in community.

Recognize training requirements, feedback and communication from staff members to other agencies. Staff must have knowledge of whole system.

5. General Guidelines

a. Approach to be non-conventional.
b. No bricks and mortar oriented, but mobile and flexible.
c. Materials to be considered expendable.
d. Staff not restricted by "professionalism".
e. Staff and project administrators must be preconditioned against partial failure.
f. Results cannot be evaluated statistically or numerically with exactness.
g. Rule book and Policy and Procedure Manual to be thrown out window.

6. Evaluation Factors

a. Utilize Community Service Council for assistance in objective appraisal.
b. Contact school, community service, church and others for approval and reaction.
c. Use of questionnaire.
d. Use of interviews.
e. Use of statistical data such as circulation, registration, etc.
f. Numerical count of persons attending meetings, programs, film showings, etc.

7. Long Range Phase

a. By means of this flexible, mobile approach future "store front" branch locations can be determined.
b. This plan can be expanded to other and wider areas.
c. Possible tie-in with "Model Cities" and other programs.
d. Use as in-service-training experience for staff members in other agencies for better understanding of inner city problems.
e. Experience transfer in use of new techniques.

Prepared by: Harold J. Sander, Director
Betsie B. Collins, Branch Librarian

MICHIGAN CITY PUBLIC LIBRARY
Michigan City, Indiana

GOAL

To improve the population's attitudes toward the library and increase the use of materials and services.

OBJECTIVE

Project library image as active agent for change in community and bring about corresponding changes within the library organization.

PERFORMANCES

A. External

1. Visit Neighborhood Center. Questions to be answered:
   a. Is one or more of their locations feasible for our needs?
   b. Would we be reaching only a limited segment of the population if we were in a N.C.? Blacks only? YA only? Children only?
   c. The N.C.'s staff's strengths and weaknesses that would help or hinder our program.
   d. Space available to be used jointly and/or separately.
   e. Materials already available in Centers; which if any are used extensively?; by themselves or in programs.
   f. Participations
      (1) Volume of participation in tutoring programs, adult reading, study hours, senior citizens, story hours and other programs as well as unstructured use of facility. (Reality compared to on-paper).
      (2) Ethnic, class, educational make-up of participants in each program in each Center.
      (3) Methods used to publicize and attract. Relative effectiveness of each.

2. Depending on 1, explore other agencies.
   a. Seek cooperation from Community Service Council, Head Start, C. of C., certain churches, and others.

3. Depending on 1 and 2, explore possibility of getting into our own store front or mobile unit.

B. Internal

1. Staff's attitude and participation
   a. Self-realization sessions
      (1) Staff meetings to loosen up (Movie?)

(2) Patron panel and dialog
    housewife
    student
    business man
    professional - doctor, minister, etc.
    teacher (?)
    2 or 3 Board members observing?

b. New looser procedures formulated (Staff participation in above)
   (1) Fine guidelines, etc.
   (2) More warmth and helpfulness
   (3) Others developed

2. Encourage Library Board participation through enacting appropriate policies.

C. Concomitant mobilization of news media

EVALUATION

1. We will evaluate progressively the quality and quantity of each contact made during and after Steps 1 and 2.

2. Brief pertinent questionnaire to check internal steps above. Questionnaire to be simple and machine readable so that it can be computerized by School Data Processing Center. (Will be administered to patrons.)

Prepared by: Charles J. Adams, Director
Susan Grover, Young Adult Librarian

MONROE COUNTY PUBLIC LIBRARY
Bloomington, Indiana

OBJECTIVE: To provide the best possible library service and service outlet(s) for persons living on the near west side by determining their library needs.

ACTIVITIES: Determine kinds of services these people presently use.
Interviews, circulation statistics of bookmobile in adjacent area, registrants from that area.

Try to determine why more services are not used.
Propose possible cause, interview.

ACTION PLAN:

1. Map out this area.
2. Study area in relation to: age, education, sex, income, community interests, common interest centers, etc.
3. Locate real leaders.
4. Confer with other groups working in that area, e.g. CAP, Urban Renewal.
5. See what city has planned for that geographic area.
6. Locate best outlet for service.

Some of the information above may be found by searching current library registration files, names of businesses and outlets, churches and their leaders, personal interviews, maps of area in census material, city directory.

GOAL: For the library to participate more fully in this sub-community.

CHECK ON GOAL: Compare registration file with previous persons listed as registrants from this area.

Check services these people now use and their frequence and compare with the survey made before the interviews.

Prepared by: Charles W. Hunsberger, Director
Elaine B. Phelps, Administrative Assistant

NEW ALBANY-FLOYD COUNTY PUBLIC LIBRARY
New Albany, Indiana

PROBLEM:

To use the library to help adult slow readers in underprivileged areas to improve reading skills so as to create a demand for library service where none now exists.

METHOD:

1. Sell Library Board on program
   - (a) Tell board why this program is necessary.
   - (b) Stress public relations aspect.

2. Assuming approval of Library Board set up plan of operation.
   - (a) Community Committee
     - (1) Get members from each of the factions of Negro community.
   - (b) Procure outside funding if possible.
   - (c) Procure supplemental materials.
   - (d) Determine if specialists are needed - or if amateurs or retired teachers can be used.
   - (e) Check other agencies to see what has already been done. (Probably nothing - but check!)
     - (1) Schools
     - (2) OEO
     - (3) Park Board
     - (4) NAACP
     - (5) Churches
     - (6) Lodges
     - (7) Individuals - already library patrons

Community Committee

1. Use some of the people we want to reach on this committee.

2. Encourage committee members to help formulate plans.

Procure Outside Funding

1. O.E.O.
   - (a) Use Library Board member here.
2. HEW pamphlet on federal programs.
3. Service Clubs
   - (a) Downtown Kiwanis has money (Contact general contractor and architect - both members)
4. Foundations?

Procure Supplemental Materials

1. Lists of high interest level - in basic English.

2. Consult program personnel to determine materials needed.

3. Use all facilities of library
    - Talking books
    - Films
    - Recordings
    - Paperbacks
    - Pamphlets
    - Newspapers and periodicals

Specialists or Amateurs

1. Consult with present staff and develop ground rules

2. High school students now serving in tutorial program in elementary schools. (Is this feasible? Generation gap? Think about this!)

3. Volunteers - College graduates; ex-teachers

4. Specialists
    - Remedial reading teacher retiring in June
    - Teacher - ex-library student assistant

AFTER THOUGHTS:

1. Methods of getting word to people we wish to reach
    a. High school radio station
    b. Regular library book broadcast
    c. Letters to churches
    d. NAACP. (Library board member is an officer)
    e. Word of mouth publicity
    f. Capitalize on interest in new building

2. Start Program in January 1970 - after move
    a. Talk to Board and individuals listed above immediately!

Prepared by: Elsa Strassweg, Head Librarian
Martha C. Severin, Head, Adult Services

VIGO COUNTY PUBLIC LIBRARY
West Terre Haute Branch
Terre Haute, Indiana

PROBLEM

How to increase greater awareness of the West Terre Haute Library among the 5 - 10-year-old children.

Best statement of broad problem:

How to increase greater awareness of the West Terre Haute Library.

Sub-problems:

- Apathy
- Reluctance to participate
- Lack of common interest
- Lack of education
- Inability to communicate
- Middle class vs. lower class attitudes
- Dilitory
- Pride (ego)
- Economics
- Dissimilar interests

Sub-problem chosen: Reluctance to participate

Sub-problem re-stated creatively: To overcome the reluctance to participate in any program, service or use of materials presented in the Library

Program Ideas

1. Meet with groups in the city (Service, Fraternal, etc.)
2. Meet with individual leaders (sub-leaders) in community
3. Block leaders to promote awareness of Library
4. Make use of Adult Ed. classes being conducted in Library
5. Make use of visiting nurses
6. Make use of I.S.U. (Social Welfare Dept.)
7. Investigate possible paperback book collections in bars, barbershops, beauty shops, laundromats, etc.
8. Enlist aid of public schools (Employment Vocational Experience Program)
9. St. Marys-of-the-Woods (Dept. of Art) puppets
10. I.S.U. (Dept. of Speech) story hour, Readers Theater, creative dramatics
11. Creative Art Display - Amateur (For Sale)
12. I.S.U. (Dept. of Fine Arts) -- dancing lessons, baton twirling, etc.
13. Increase use of movies (athletics, camping, etc.)
14. Key Club (use of Community Room after library hours)
15. Junior staff from disadvantaged family
16. Combo (present musical programs, etc.)
17. Young people redecorate basement.

Prepared by: Harmon A. Boyd, Head, Extension
Service
Fletcher W. Gates, Head, West
Terre Haute Branch

VIGO COUNTY PUBLIC LIBRARY
Terre Haute, Indiana

Project Title

THE BLOCKBUSTER: A COMMUNAL TECHNIQUE FOR PROJECTING THE BRANCH LIBRARY INTO ITS COMMUNITY.

The Branch Library

West Terre Haute Library, 626 National Avenue, West Terre Haute, Indiana. Fletcher W. "Bill" Gates, Librarian; Mrs. Edris Landers, Clerk; part-time page help and janitorial service.

The Library is housed in a former tavern, a two-story frame and concrete block building that was purchased by the Vigo County Public Library and converted to library use in 1961. The building size is 2,400 square feet, with the second floor used only as a meeting room.

The building is centrally heated and room air-conditioned. (The second floor was air-conditioned by the West Vigo Jaycees this past summer at a cost of nearly $2,000.) The meeting room is equipped with long folding tables, 65 metal folding chairs, built-in motion picture screen, 16mm sound motion picture projector, and a folding puppet stage. On the main floor are a record player, radio, photocopier and Coke machine. Smoking is permitted, and no fines are charged on overdue materials.

The Library's materials consist of 11,500 books of which 1,500 are paperbacks, 50 magazine titles, 4 newspaper titles, 180 phonorecords, 14 8mm films, and 6 drawers of information files.

Local groups may use the Library meeting room even if the Library is closed. The group pre-registers as a member of the Library's "Key Klub," and the key is available at the West Terre Haute police station.

The Community

West Terre Haute, a town of 3,006 residents (1960 census), was founded in 1836. It is situated on U.S. 40 about two miles west of Terre Haute and separated from that city by the Wabash River.

In 1890 the population of West Terre Haute was 250. By 1910 it had increased to 3,083, and reached its high of 4,310 in 1920. In its heyday the town had thriving coal mines and clay products plants.

The town is in constant danger from the Wabash River at flood times, and federal assistance is being sought for construction of a new levee. The last major disaster occurred in 1958.

There are 1,050 postal delivery addresses in the town. Elementary school enrollment is about 650 at its three schools.

Population characteristics for West Terre Haute reveal that 11% (331) are under 5 years of age, 28% (831) are between the ages of 5 and 19, and 12% (353) are 65 and over. The remainder of the population, nearly 50% (1,491) includes the primary target group, those "disadvantaged" adults who are non-users of the Library.

Community Use of the Library

The output statistics for the West Terre Haute Library for the period January through November 1969 (eleven months) are summarized as follows:

Over 20,000 persons came into the Library during this period, with the meeting room being used 250 times by a total of 4,166 persons. Slightly more than 35,000 items were loaned (hardback and paperback books, phonorecords, magazines and newspapers, non-book printed materials and 8mm films). Information was provided for 1,748 persons in the Library and for 542 by telephone.

Publicity on the West Terre Haute Library included 53 items in the newspapers with 401 column inches and 12 photographs, and 9 radio and television broadcasts. Registration was made of 300 new borrowers, and overdue notices were sent to 660 old borrowers.

Outreach to the physically or environmentally handicapped consisted of 19 visits to the Vigo County Jail and the exchanging of 898 books. (About 100 books, mostly paperbacks, are scattered throughout the cell blocks and traded among the inmates during the two-week period between visits.)

The Library was the scene of 22 film showings, 28 story hours, and 2 puppet shows which were attended by 1,644 youngsters. Tours were conducted for 12 groups totaling 241 persons.

Library Programs, 1969

Puppet Making: Taught by students from St. Mary-of-the-Woods College. Twenty-five fifth-graders were enrolled in the class learning how to make hand puppets and props, and how to write a script.

Painting on Glass: Instruction given to adults over a period of several weeks by a local artist.

Movie Showings: Up to 125 kids jammed into the upstairs meeting room, even when it was like an oven in mid-summer. The large attendance encouraged the Jaycees to donate the air-conditioning unit.

Story Hours, Readers Theatre, and Folk Singing: Sponsored by the Departments of Speech and Dramatics, Indiana State University.

Adult Basic Education Classes: Taught by teachers from the Vigo County School Corporation.

Tentative Library Programs, 1970

In addition to the foregoing, the following are being considered for 1970:

Dancing Classes: Sponsored by the Department of Fine Arts, Indiana State University.

Head Start: Library involvement in some form or other.

Baton Twirling: Taught by students from the Music Department, Indiana State University.

Classes in Foreign Language and Culture: Conducted by foreign students from St. Mary-of-the-Woods College.

Creative Dramatics: Taught by students from the Speech Department, Indiana State University.

Project Objective

The overall objective is to achieve maximum possible use of the existing facilities, materials and services of the West Terre Haute Library (on the assumption that the users will be healthier, wealthier and/or happier, and that the West Terre Haute community will become a better place to live, work, shop, and perchance raise a family).

The sub-objectives are:

To acquaint every adult resident in the town with the kinds of materials and services available at or from his Library.

To inform every adult resident of the various ways he may obtain information, i.e., "how to use the Library."

To create a climate of trust and acceptance of the Library as a "community center" or a "community information center."

To establish human channels of communication for feedback from community residents, specifically 1) attitudes and opinions toward the Library, and 2) expectations regarding the Library -- its materials, services and programs.

To identify the physically or environmentally handicapped as a preparatory step to developing a home-delivery service.

The Method

The key element in the Blockbuster is the recruitment of a resident in each town block who will serve as a "Volunteer Library Assistant." He -- though more likely, she -- will be the spokesman for the Library to all of the residents of his block, functioning as a liaison between the Library and the people.

The Volunteer Library Assistant will visit each home or business in his block, leave a simple, easy-to-read flyer about the Library and, hopefully, tell the Library story enthusiastically and persuasively. The feasibility of the VLA's carrying Library materials and placing a couple of books, magazines and phonorecords on temporary loan in each home also will be explored.

The VLA's will be encouraged and expected to take a training course consisting of a short series of "briefing sessions." A gung-ho, accredited VLA should accomplish all of the sub-objectives listed above: acquaint, inform, create, establish, and identify. A team of energetic, articulate VLA's could literally project the West Terre Haute Library into its community.

Prepared by: Harmon A. Boyd, Head
Extension Services

Fletcher W. Gates, Librarian
West Terre Haute Library

WELLS MEMORIAL LIBRARY
Lafayette, Indiana

PROBLEM CHOSEN:

To get the people in the county who are outside of the library district to be taxed for library service.

RESTATEMENT AND BROADENING:

1. To serve the unserved areas in the community.
2. To make a Tippecanoe County Contractual Library.

BEST STATEMENT OF BROAD PROBLEM:

To make a Tippecanoe County Contractual Library.

SUB-PROBLEMS:

1. Persuade unserved areas of value of library service.
2. Convince the County Commissioners.
3. What to do with West Lafayette?
4. Improve staff cooperation.
5. Estimate costs to the unserved areas. (taxrate)
6. Make people in library district more aware of what the public library has to offer.

SUB-PROBLEM CHOSEN:

To create a Tippecanoe County Contractual Library.

WHAT WE ALREADY KNOW (FACTS ON HAND):

1. Present bookmobile service is presently well received.
2. Newness did not wear off. Registration is climbing.

INFORMATION NEEDED SOURCES OF THIS INFORMATION

1. Tax rate-based on assessed valuation-Court House
2. Legal aspects on County Cont. Lib.-State Library
3. List of key organizations-Directory of club women
4. List of key people-People who receive the bookmobile schedules
5. See if Men's Clubs are in small towns.

IDEAS AS TENTATIVE LEADS TO SOLUTION:

1. Contact key organizations in County-Speak at meetings.
2. Contact people through P.T.A. in county.
3. To use politically experienced board member to approach Commissioners informally.
4. Have tax information ready-leave information with people on a flyer.

5. Attend meeting of Commissioners with a supportive audience.
6. Use board member (Sullivan) to help sell idea to owners of large tracts of land.
7. Get staff to present a united front.
8. Advertise bookmobile by putting stops on directory.
9. Mr. Hostetter (Editor: Weekly newspaper) might do a feature article on the bookmobile.

Prepared by: Thelma M. Wootton, Head Librarian
Ruth Flaningam, Head, Circulation Dept.

SOUTH BEND PUBLIC LIBRARY 122 West Wayne Street South Bend, Indiana
Roger B. Francis, Director

TO: All participants of the Title II B Institute on Library Service for the Inner City at Abe Martin Lodge, October 23-28, 1969.

For the March 1970 issue of FOCUS which will be devoted to the Workshop I would like to have brief statements (critiques or testimonials) from each participant which would make an amnibus article or used as "fillers." See the September 1968 issue of FOCUS on the State Library which had testimonials from ISL users. (pp. 125-31)

You are free to choose your own approach to filling my request. Some possibilities are:

1. New insights or learning you obtained.
2. The most outstanding or significant aspect of the institute for you.
3. Your reaction to -
    - Content
    - Methodology
    - Three leaders (Hiatt, Conroy, Allen)
    - Two resource consultants (Williams & Hardy)
    - Four State Library staff

You may want to concentrate on one item or cover several or something else.

Please don't put this off - DO IT NOW - while your memory is fresh. Review your notes, the four objectives of the workshop, the three-page mimeographed program and the hand-outs distributed.

Deadline: November 21st
Length of Article: 150-250 words
Caution: Avoid long sentences and long paragraphs

The guest editor and permanent editor of FOCUS reserve the right to edit and to choose material to be published. Thank you in advance for your contribution.

Roger B. Francis, Guest Editor
Focus on Indiana Libraries

P.S. Please send a glossy photograph (passport size) of yourself and fill out the enclosed biographical sheet which will be used to identify you if your contribution is selected for publication.

PLEASE RETURN WITH "MUG SHOT" TO ROGER B. FRANCIS (GUEST EDITOR, FOCUS ON INDIANA LIBRARIES) SOUTH BEND PUBLIC LIBRARY, 122 WEST WAYNE STREET, SOUTH BEND, INDIANA 46601.

NAME:

If married woman, husband's first name:

Age:

Current position and title:

In current position since:

Previous positions:

Education (when, where, major, how much, continuing, now enrolled):

Previous published writings:

Any other items of interest that might be mentioned:

SOUTH BEND PUBLIC LIBRARY
South Bend, Indiana

PROBLEM

To make public library service relevant to ADULTS in the North West Quadrant of South Bend.

1. Adults in the target area are not using the library on a continuing basis.
2. Present library and community programs in this depressed area generally are directed toward children and young adults. Examples: Head Start, Library Story Hours, Bookmobile stops at Neighborhood Centers, LaSalle Park Recreation Center, etc.
3. Adults are unaware of the changes in library services and policies.
4. Adults generally do not realize the assistance libraries can provide in the improvement of the quality of their lives or in helping their programs.
5. Since this includes the "Model Cities" area, this program will give the library a headstart in evaluating suggestions from their educational committee.

OPENING COMMUNICATION BY:

1. Exposing relevance of library materials to small groups and clubs, churches and business.
2. Breaking the barrier between the disadvantaged and an "establishment" institution by contact outside the library.
3. Motivating library usage by insuring success in the initial encounter.
4. Attempting to overcome a seeming geographic barrier (U.S. 20) to an existing branch library by using "teasers," for example, movable high-interest collections.
5. Attempting to use existing Black Clubs as "information funnels."

WHAT WE ALREADY KNOW

1. Adults in this area experience constant failure with jobs and interpersonal relationships as well as with establishment institutions.
2. These adults are often unable to express their real needs, that is, they are not able to see the actual basis of their problems.
3. They have a low self-image, and are frequently shy and timid.
4. They are frequently unaware that materails which are relevant are available at a variety of reading levels.

5. According to Urban League and United Community Services surveys most adult residents have a reading ability which is at least adequate to use controlled vocabulary material.

6. From preliminary contacts we are able to see some of the prime interests of these people.
    a. Children's future (Strong PTA's)
    b. Do-it-yourself materials in certain areas of interest.
    c. Cooking, sewing, home decorating.
    d. Skill improvement, e.g. arithmetic, basic machine tool usage.
    e. Saleable home skills.

CONTACTS

Some of these contacts have already been made. These contacts will be continued for the purpose of information and as built-in resources for evaluation. These include:

A few businessmen in the area
Human relations people
Black club organizer
Neighborhood Center heads
Several pastors of area churches
Teachers resident in the area
Social workers in the area
Urban League staff who work in the area
Policemen who work in the area
Head Start teachers

Further contacts will include:
Meals-on-Wheels Program
Indiana Vocational School Staff (Ivy Tech)
PTA groups
Small clubs in the area
Scout leaders - indigenous to the area
El Centro (Spanish speaking Center)
MTDA and other job programs
Teacher organizations
Mothers groups, i.e. of Head Start Groups
Small Clubs - Urban League has many listed
LaSalle Recreation Center Staff
Public Agencies such as DPW, Mental Health Agency, etc.
All the area churches
United Community Services staff

EVALUATION

1. Statistical registration and circulation at a branch library on the edge of the target area.
    (a) Circulation statistics to be kept by census tract

2. Feedback
    Interviews
    Testimony
    Sampling
    Observation

3. Attendance

ADDENDA

1. Staff: One full-time library personnel member. To be added as needed
   Indigenous personnel - volunteers
   Job Corps worker
   Volunteers from 3 area colleges and universities -- Notre Dame, Indiana University, Bethel College (contacts have been made)

2. General training of library staff to sensitive handling of new patrons.

3. An attempt will be made to devise a control situation in the South East area of South Bend.

An effort will be made to reach adults through library programs such as a children's program for the 3-7 year old disadvantaged child and a program being suggested for consideration if the Young Adult Department combined with film service.

1. Materials such as those of the Books/Jobs program and various Detroit Basic Education programs will be evaluated and added to existing collections.

2. Paperbacks for high interest collections which can be moved from place to place.

3. Collection of the South Bend Public Library system.

Methods and techniques will be devised after the groundwork has been completed. These are to be designed with the following statements as guides.

1. Plan after listening.

2. Try to ascertain how the person or group sees himself.

3. Do not impose values.

4. Provide choices.

5. Try to satisfy the immediate needs immediately.

Prepared by: Roger B. Francis, Director
Florence Bartuska, Acting-Head,
LaSalle Branch Library

10/69

QUESTIONNAIRE RE THE PHYSICAL ARRANGEMENTS

for Part II of an Institute For Improving Public Library Services to the Inner City Disadvantaged

TO: Each Participant
FROM: Edward Allen Howard, Chairman, Planning Committee

As you know, our plans call for a second gathering (Part II) of persons who participated recently in the Institute at Brown County, October 23-28. The purpose of this questionnaire is to determine methods of improving the physical arrangements for Part II.

Originally, we selected a six-month interval between Part I and Part II as an ideal length of time in which to begin to put into effect those plans we formulated at Brown County. A midway meeting should allow us to discuss some of the problems in starting the program, and further investigate possible methods of evaluation. Some people have indicated to me, however, some misgivings about this length of time:

1. Question: How do you feel about the length of the interval between Part I and Part II?

   a. I agree to a six-month interval__________
   b. I feel it should be a__________ month interval instead.

2. Question: Do you wish to return to Abe Martin Lodge at Brown County for Part II? Yes__________ No__________

3. Question: If your answer to the above question is "no", where in Indiana would you prefer to meet?
   (a) North__________ (b) Central__________ (c) South__________

   (1) Motel or hotel in urban area__________
   (2) Isolated lodge in another state or private park__________
   (3) On a university campus__________
   (4) Other:

4. Question: In your opinion, how long should Part II last?

   Six days____; Five days____; Four days____; Three days____; Two days____; One day____.

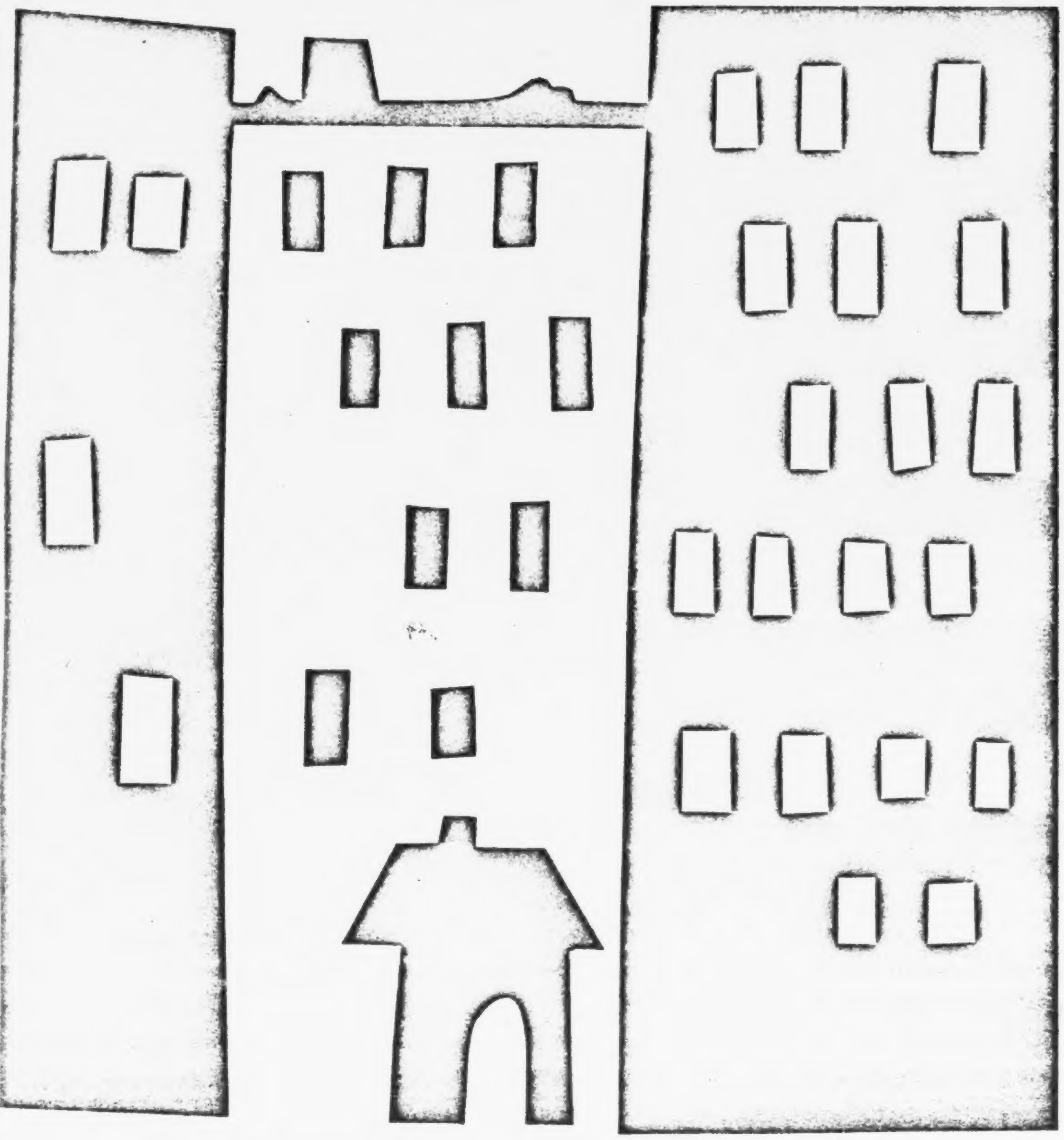
5. Question: Remembering the physical and financial arrangements of our meeting in Brown County, what advice would you give the Planning Committee for Part II? Please be specific.

Please return this completed questionnaire to:

E.A. Howard, Director
Evansville Public Library &
Vanderburgh County Public Library
22 S. E. Fifth Street
Evansville, Indiana 47708

FOCUS

ON INDIANA LIBRARIES



INNER CITY INSTITUTE

ROGER FRANCIS - GUEST EDITOR

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FOCUS ON INDIANA LIBRARIES MARCH 1970 VOLUME 24 NUMBER 1

Roger B. Francis, guest editor for the articles on the Indiana Institute for Improving Public Library Services for the Inner City Disadvantaged, is director of the South Bend Public Library, a position he has held since 1952. A graduate of the Columbia University School of Library Service, he was on the staff of the New York Public Library before coming to Indiana. Roger Francis is active in professional associations, serving as president of ILA in 1959 and as chairman of the ILA-ILTA Legislative Committee in 1963-65 and 1967-69. He received the Indiana Librarian of the Year award in 1965 and the South Bend Civic Planning Association award of merit in 1960.

Florence Bartuska first entered the library field at the South Bend Public Library six years ago, without any previous library training or experience but with a desire to serve people and an enthusiasm for bringing people into contact with books, information and ideas. A few years later she passed the Indiana Certification Board examinations and received the Librarian IV certificate. Florence is acting branch librarian of the LaSalle Branch Library, having been transferred to this position from the Sociology and Religion Department. A graduate of Purdue with a degree in biological sciences, Florence is the mother of three sons and a daughter.

Edward Allen Howard is director of the Evansville and Vanderburgh County Public Library, a position he has held since 1962. He was chairman of the planning committee for the Institute for Improving Public Library Service for the Inner City Disadvantaged and attended the Institute as the administrator-participant of the "diad" team from his own library. A graduate of the University of Illinois Library School, Howard was on the staff of public libraries in Louisville, Kentucky, and Topeka and Lawrence, Kansas before coming to Indiana. He served as the editor of FOCUS from 1964 to 1966.

Charles J. Adams is director of the Michigan City Public Library. A graduate of the Indiana University Graduate Library School, his Indiana library assignments have included a branch library at Gary, head of Technical Services at Hammond and, until a year ago, director of the LaPorte Public Library. Adams is a frequent contributor to FOCUS and other library publications, serving as guest editor of the "Censorship" issue of FOCUS, June, 1968. He is author of a check-list of the "dissident press" which was published in RQ, Winter, 1966.

It Was A Working Institute

by Roger B. Francis

Twenty-two librarians from eleven Indiana public libraries* serving from 40,000 to 400,000 population met at Brown County State Park in southern Indiana for five nights and six days to participate in the Indiana Title IIB Institute for Improving Public Library Service for the Inner City Disadvantaged.

Two articles in this issue tell how our Indiana institute differed from other institutes in several ways—not only in content and methodology but in recruitment of participants, in the continuous evaluation during the course of training, and especially in the actual preparation of tentative proposed programs for library outreach to the disadvantaged.

The article by Edward A. Howard, chairman of the Institute Planning Committee, relates how the format of the institute originated, and Mrs. Bartuska points out how different it was in many ways from the Michigan institute at Wayne State University earlier in the summer of 1969.

Nine of the libraries were represented by a team of administrator and public service librarian which composed a "city diad," as the institute leaders described us. Two libraries sent the head of extension and a branch librarian. Mrs. Bartuska comments that the team plan was a happy inspiration of the planning committee because it anticipated in advance a problem that the Wayne State institute disclosed.

The principal institute leader was Dr. Peter Hiatt of the Graduate Library School of Indiana University with the collaboration of Dr. Lawrence A. Allen, Dean of the University of Kentucky School of Library Science and the assistance of Mrs. Barbara J. Conroy, presently a doctoral candidate at Boston University.

Two experienced librarians who had worked with the disadvantaged and experimented with unconventional methods served as resource consultants. Mrs. Eva Williams, coordinator of community center libraries at New Haven, Connecticut and Hardy R. Franklin, formerly senior community coordinator at Brooklyn, New York, challenged institute participants to use imaginative approaches and understanding to their situations. The opportunity to work individually and personally with the teams of participants in developing programs was unusual from everyone's point of view.

Four members of the Indiana State Library staff served as additional advisory resources for institute participants and were responsible for analyzing the frequent continuing evaluation reports submitted by participants after each segment of the program throughout the six days of the institute.

That it was a working conference is evidenced by the proposed programs the library teams produced as a result of the training received. Charles J. Adams' interpretation and tabulated analysis of the overall content and design of the programs give a picture of the results of six days of intensive work.

The comments by participants on their reaction to the institute reveal clearly that something did happen to them at the Brown County State Park meeting. There is no doubt that change occurred in their attitudes, understanding and approach to the challenge of the Seventies: to make public libraries relevant for the disadvantaged of the inner city.

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*Anderson, East Chicago, Evansville-Vanderburgh County, Hammond, Indianapolis-Marion County, Michigan City, Monroe County, New Albany-Floyd County, South Bend, and Vigo County public libraries.

Peter Hiatt of the Graduate Library School of Indiana University once again has won the admiration, gratitude and affection of his Indiana public library colleagues. With the counsel of the planning committee he organized a unique institute, both in its plan, contents and staff and the objectives which he and the planning committee set for the institute.

We look forward to the development of the library programs as they are implemented and modified in this intervening period, to Part III of the institute which is scheduled later this spring, and to the concluding Part IV when a public report by participants will be made at the annual conference of ILA-ILTA the last week of October. ☐

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An Institute With A Difference

by Edward Allen Howard

We knew it was going to be "different" when we registered at noon on October 23, 1969 at Abe Martin Lodge in Brown County State Park and found that the management insisted on having the full lodging bill for the five nights paid in advance.

We got another mild shock when we discovered we had to pay cash after each meal in the dining room, yet the manager wouldn't cash any check for more than five dollars.

This left many of the twenty-two participants and the institute staff at the Institute for Improving Library Service to the Inner-City Disadvantaged feeling somewhat disadvantaged themselves! But then perhaps it was the manager's way of getting even for having suffered under our picayune library rules and regulations.

In any case, it set the pace for what turned out to be a no-nonsense meeting about solving the complex and serious problems facing the librarian who attempts to serve the inner-city resident.

The careful planning which went into the Institute resulted in a tight schedule which left very little time for admiring the fall colors or communing with Nature.

A Radical Departure

The broad outline of the Institute had been agreed upon several months previously, and according to officials of the U.S. Office of Education who approved the funding of the project, it represented a radical departure from that of the usual institute. For example, even as you read this, the second part or implementation phase, is running its course. And the institute will not be concluded until the fall of 1970.

The difference lies in the structure as well as the content. In respect to structure, it is in four parts and calls for sustained effort by the participants over a period of several months. The plan stipulated that not only the librarian directly involved in working with the poor, the under-educated, and the non-reading inner-city resident should attend but that he should bring with him his administrator. Together, these two people were prepared by the faculty for a specific task, namely the drafting of a plan of action while attending the institute and its subsequent implementation.

With their individual plan of action in hand, these same two persons, labeled a "city-diad" by our academic friends, are currently implementing their program (Part II).

After an interval of several months, the same two persons will return for a postmortem (Part III). This will be an evaluation session and will not be as long as Part I, but it may well result in altering original individual plans on the basis of the experience gained in the interval between Parts I and III.

At the fall 1970 meeting of ILA-ILTA (almost two years after the Planning Committee met for the first time) a report (Part IV) to the general membership of these two organizations will reveal the degree to which the community programs were successful or abortive.

The cycle will then be complete—drafting, implementing, evaluating, and sharing plans to provide better public library service to the residents of the inner-cities of Indiana.

This institute-with-a-difference is the result of the work of a small committee composed of the author of this article; Marcelle Foote, director of the Indiana State Library; Jean Walker, head of the Popular Library at Gary Public Library;

Dean Bernard Fry and Associate Professor Peter Hiatt of the Graduate Library School, Indiana University; and Harold Sander, director of the Indianapolis-Marion County Public Library.

On-the-Spot Alteration

From the beginning, the members of the committe expressed the desire to the faculty that we "not be lectured at" but rather take an active part in our own training. As a result, Peter Hiatt and his associates adopted a *laboratory method* which included modified sensitivity training, group processes, program planning, problem-solving procedures, and constant evaluation of each session. This training not only gave the participants methods to use in defining and solving the problem at hand, but developed attitudes which made them more tolerant of the lower-class values and standards of many inner-city residents.

Another suggestion that came from the planning committee was that there be sufficient unstructured time for informal discussions (sometimes called "brainstorming") between the public service librarian and his administrator. This was agreed to by the faculty with the result that each couple finished the week with a better understanding of their individual *and* mutual problems. By working with his administrator, each public service librarian came to realize that any plan of action they might draft while at Brown County State Park would have to meet the hard-headed, practical standards of the "boss" who is often hemmed in by a restrictive budget, the demands of other department heads, and an inquisitive library board.

At the same time, a week with the "boss," away from the distractions of the library, gave the public service librarian a chance to plead his case, spelling out the difficulties he encounters daily but which are sometimes unknown to the administrator. Together, then, they faced the job of improving their service to the resident of the inner-city, sometimes called the ghetto, by putting together a detailed plan which in the considered opinion of each person was practicable and which they themselves would implement.

It is to the credit of the faculty of the institute that they recognized the advisability of setting aside blocks of time when each diad could discuss their mutual problems, yet have at hand resource persons of the caliber of Eva Williams and Hardy Franklin.

By testing their ideas on these two enthusiastic and inspiring veterans of the ghetto, each diad received advice from persons who have had a measure of success in working with the disadvantaged of the inner-city. By the same token, we were privileged to learn what wouldn't work and what pitfalls to avoid.

Interestingly enough, Mrs. Williams and Mr. Franklin expressed surprise at being able to work directly with each diad as they defined the problem and developed a plan of action. Apparently, this was not a common practice in other institutes in which they have acted as resource persons.

Something else that was different about the institute in respect to content was the immediate evaluation by the faculty at the completion of each session and the resulting changes. The schedule and content were altered a number of times to reflect the desires of the group and the direction of the discussions. Such flexibility is commendable and we feel it reflected a consensus for a common-sense approach. The attitudes and needs of the group changed as the week progressed and Peter Hiatt and his associates were quick to sense the need for on-the-spot alteration in training.

Sightseeing in the Ghetto

For example, one of the most helpful parts of the institute was a visit on Friday, October 24, to the ghettos of Indianapolis. In spite of some preparation for the trip, which called for splitting the group into couples and releasing them from the chartered bus at various street corners in Indianapolis, it was apparent to the faculty the night before that there was a great deal of apprehension among the participants about entering an unknown and possibly hostile neighborhood. This resulted in further preparation while en route to Indianapolis and an open discussion of our fears at an impromptu meeting in the Indianapolis-Marion County Public Library.

The day we spent in the black community was a revelation—and a story in itself. Insofar as possible we were encouraged to be inconspicuous, yet friendly and perceptive. We ate in Negro restaurants and took our coffee breaks in Negro bars. We compared prices in drug stores, visited a bookstore operated by black militants, purposely asked for directions on the street, and in general made as many contacts with the residents of the inner-city as we could in the few short hours allotted to this purpose.

A discussion of our individual experiences in Indianapolis on Friday evening and Saturday morning revealed how totally unaware we were—and still are—of the world of the poor and underprivileged. Our middle-class sensibilities were offended by the unpleasant odors, filth, dilapidated buildings, and misspelled, poorly-lettered signs. And our sensitive stomachs churned hours later as a result of eating food fried in pork fat.

It is easy to understand why no one would *prefer* to live in such conditions. Moreover, it demonstrated dramatically the complexity of the situation. Certainly, librarians alone will not and cannot solve the social ills which beset those people we eyed with curiosity and fled from at the end of the day. Many social agencies must bring their weight to bear on poverty, functional illiteracy, crime, and the quite apparent sense of apathy.

Nevertheless, the trip to Indianapolis was well-timed as background to Sunday when we heard Hardy Franklin describe his "instant library" on the street corners of Brooklyn, and Eva Williams tell of her unorthodox methods of establishing rapport with the would-be users of her community centers in New Haven, Connecticut. For many of us, they defined as no one ever has before the true significance of the concept of the public library as an agency for social change. And while we learned through questioning them that Mr. Franklin's and Mrs. William's projects were well-funded, we were persuaded that their individual attitudes rather than adequate funding made the difference between success and failure.

Peers in Search of Solutions

Yet another request which came from the planning committee and which was honored by the faculty was to relax the academic requirements ordinarily imposed on participants in professional institutes. It was felt that some of the public service librarians who are presently working with the inner-city patron might lack the academic credentials, yet be the obvious person to benefit from the Institute. Varying educational backgrounds were purposely not mentioned in the lists of participants and we were encouraged to address the faculty by their first names. This informality quickly united the group as peers in search of solutions to a complex problem.

Even the faculty was different. Barbara Conroy, formerly a member of the staff at Denver Public Library and now a doctoral candidate at Boston University, was young, enthusiastic, intelligent and pretty. Lawrence Allen, who must be the youngest library school dean (University of Kentucky) living, is not as pretty as Miss Conroy but certainly as lively and as stimulating. These two persons led the group through various intellectual exercises to develop new insights into our own attitudes and new methods of solving problems for the first few days. Then they quietly moved into the background as consultants when Hardy Franklin and Eva Williams arrived to assist us in the preparation of individual plans of action.

A Similarity . . .

I should not want to leave the impression that this institute was altogether different from others I have been privileged to attend. Adult educators skilled in sensitivity training seem to be hung-up on the same techniques. This meant for example that I was exposed to the same *Johari Window,* a device for measuring the degree to which an individual is outgoing or introverted, that I encountered in Maple Valley, Washington, last April. Another such device with which I was already familiar was the completion of the phrase "I am . . ." and "you are . . ." This is not to disparage the effectiveness of these devices, but it does seem to suggest that adult educators have all attended the same classes at some point in their training.

. . . and a Weakness

The only serious criticism I would make about the institute, which I consider a success, was the lack of an administrative assistant, major domo, gal Friday, or whatever one calls the person responsible for acting as a liaison between the faculty and the participants, between the federal government and the participants, and between the manager of the Lodge and the participants. By being present during the meetings of the planning committee, the faculty, and at the institute itself, such a person could have relieved Peter Hiatt and his associates of many of the details which they needlessly took upon themselves. This would have included acting as a spokesman for the group in bucking the bizarre financial restrictions imposed by the manager of the Lodge and seeing that coffee was served on time!

. . . and a Bouquet

A great deal of credit for the success of the institute must go to Peter Hiatt, who selected the other members of the faculty and the two resource persons and who put flesh on the bare bones given him by the planning committee. We are continually impressed by the prodigious amount of quality work this perceptive young man is able to produce. □

"I SAY LET'S PAY OUR I.L.A. DUES NOW, THEN WE WON'T MISS A SINGLE EXCITING ISSUE OF FOCUS"

Two Institutes On Library Out-Reach

by Florence Bartuska

(Because Mrs. Bartuska was the only participant of the Inner City Institute who also had attended the Institute on Library Service to the Black Urban Poor, sponsored by the Department of Library Science at Wayne State University, June 6-14, 1969, she was invited to compare the two institutes for this issue of FOCUS.)

The institutes at Detroit and at Brown County both began with training sessions in the technique of working and planning in groups. Popularly known as "group dynamics," these methods were resisted by participants at both institutes. Many expressed a feeling of frustration because of their desire to get at the "advertised" purpose of the institutes. However, the introductory sessions encouraged and enabled the institute members to become acquainted much more rapidly than in ordinary life and to learn to listen to each other.

Not only did we learn how to work with groups, but we learned to know ourselves better as a result of this group interaction.

Dr. Robert Smith presented the method called "participation training" at Wayne State. Dr. Larry Allen was the trainer in the problem-solving method used at Brown County.

The Detroit Institute

The Institute on Library Service to the Black Urban Poor at Wayne State University was held in Detroit, a city with a large population of black residents and incredible problems of housing, unemployment, and racial tension. (The trial of the policeman involved in the Algiers Motel incident during the 1967 riot was in progress at the time of the institute.)

The institute began as an in-service training program for selected personnel of the Detroit Public Library, but as the program developed it became evident that it would be extremely helpful for the group to have contact with people from other libraries in order to exchange ideas, experiences and program information.

Participants in the institute included both professional and nonprofessional staff from several types of libraries—public, institutional, and college—and members of library school faculties. Branch librarians were the largest single classification represented. No librarian whose sole duty was administrative attended the institute. About one third of the group was black. The participants came from California, Illinois, Ohio, North and South Carolina, Georgia, Florida, Maryland, Nebraska, Wisconsin, Indiana, Michigan, Washington, D.C., and New York.

The stated purpose was to provide a realistic picture of life in the inner-city by presenting the historical and psychological factors influencing the black urban poor. We were to be given information about services some libraries were providing, and the methods and techniques for beginning our own programs.

Working in small groups, we were either to prepare guidelines for restructuring an existing branch library or plans for an experimental, innovative neighborhood library center. Money was to be thought of as available in whatever amount might be needed.

The Brown County Institute

The Indiana Institute held at the Brown County State Park was the first of three sessions which comprise the total institute. The autumn leaves were colorful, the weather brisk and sunny. Urban problems seemed quite remote and the happy hour following our evening sessions appeared more appropriate to the environment than worrying about library services to the disadvantaged.

The objectives were to prepare the participants to identify the needs of their inner-city disadvantaged clientele, and to develop a program which could be started in the next six months. The next session is to exaluate each program and augment or revise the program as necessary.

Each participating library was to be represented by the administrative head and a member of his or her staff who was directly concerned with some phase of library service to an urban area which contains disadvantaged people. Invitations to attend the institute were sent to the thirty-five largest public libraries in Indiana.

The Detroit Speakers

At Wayne State we were presented with a series of lectures and panel discussions. The keynote speech, a controversial one, "Black Power and Middle Class Attitudes," was given by John A. Morsell, assistant executive director of the NAACP. Following this, Alan Lomax, director of the Cantometrics Project, lectured on "Black Style Stream—Africa to the United States."

"The African Beginnings of the Black American" was the title of the speech given by Dr. Kenneth Wylie, of the History Department of Wayne State University. This was followed by "The Early History of the Black American in the United States," by Reginald Wilson, Oakland Community College. David Rambeau, director, Concept East Theatre, spoke on "Harlem Renaissance," which began about 1917 and lasted until the depression years. "Agonies of Soul—Some Psychological Aspects of Race in America" was the subject of Dr. Milton Palmer's address.

"The Black Family in the Urban Ghetto," was pictured by Dr. Anna Hedgeman, author and New York City consultant on Urban Affairs. Other lectures were given by Dr. June Butts, consultant, Human Resources Administration, New York City, who introduced us to "The Black Women in the Ghetto," and by Dr. Hubert Locke, director, Religious Affairs, Wayne State, who told us about "The Detroit Riots of July 1967."

Mrs. Clara Jones of the Detroit Public Library, and a member of the planning staff of the institute, presented an "Introduction to Afro-American Literature." A young Detroit lawyer, Kenneth Cockrel, whose topic was announced as "The Black Militant," disclaimed any particular knowledge of that group, calling himself a "Revolutionary Black" and saying the only hope for black people in America was in the overthrow of the economic establishment and the government as we know it today.

"The Non-Reading Adult" was the subject of Ray Ferrier, director, Adult Education, Detroit Public Schools. Of special interest was his observation that they had to devise and produce their own material for classroom use in order to have available items which were relevant to the needs of the students.

Panel discussions were held concerning the student from the urban ghetto and the man from the urban ghetto as worker. Also presented in this form was a stimulating session on various programs that libraries have used in an attempt to respond to the needs of the disadvantaged.

The High John project sponsored by the University of Maryland School of Library Science was explained by Annie T. Reid. Johanna Sutton of the Los Angeles Public Library told us about the special library events which they used to make the library visible to the non-used in their community.

Meredith Bloss, director of the New Haven Public Library, told about the development of the community-center type of library. Mary Adele Springman of the Cleveland Public Library presented considerable information on the Books/Jobs project.

We went on a field trip by bus one

afternoon to the area of the riots, visited a branch library in a depressed neighborhood, a small Afro-American museum, and a storefront clubhouse.

The institute, as planned, seems to have more than adequately fulfilled the listed purpose. We were, however, too pressed for time to make adequate use of the tremendous talent of many of the resource people. Also, lack of time prevented the participation of all the members of the institute in the development of ideas for innovative library services.

Some Comparisons

Major differences in the two institutions were the theoretical and historical nature of the Detroit program versus the practical and usable product of the Brown County session. The emotional impact of the charismatic group of people at Detroit was partly a result of their diverse backgrounds. The lectures were generally scholarly but stunning as they revealed the torment suffered by the black American. An exquisite appreciation of the depth of white peoples' insensitivity was pointed out by one speaker as being exemplified by the use of the words *skin* or *flesh-colored* to describe a shade of pink.

The one serious shortcoming of the Detroit institute was the failure to involve the heads of the library institutions: many were the anguished wails of the participants, newly aroused to action, when they faced the negative actions of the established hierarchy back at the home library as they tried to put into action the new programs that hopefully would have attacked the newly recognized problems.

The presence of the administrative head of the library at the Indiana institute was an inspired idea to overcome this hazard.

Both institutes put strong emphasis on knowing the community served, being relevant and involved, and in developing encounter techniques. Perhaps our real need, that we may have achieved in part, is expressed in this line from a poem written by a young member of a library-sponsored writing workshop in Harlem:

"Your eyes tell me what your lips are saying." ☐

PERSONNEL
L. Kolarich
NOW, WE MIGHT BE ABLE TO ARRANGE A FEW DAYS OFF FOR YOU, WITHOUT PAY OF COURSE....

A Good Omen For The Seventies: Programs To Reach Non-Users

by Charles J. Adams

The Abe Martin Institute in 1969 produced eleven programs to reach the public library non-user. The plans will be dissected, analyzed and summarized. Then I will attempt to fit the overall data into the current outlook for professional librarianship in Indiana, and into the "Big Picture" of national library trends and prospects for the seventies.

Before starting I will disgress to relate a personal encounter with nature which may sum up the emotional relevance of holding a workshop in such a setting.

One night after dinner I was driving back into the state park with a more or less jaded bunch of city slicker librarians. Suddenly my car almost collided with a large looming white opossum which was waiting for us on the entrance road near the covered bridge. Fortunately the night creature backed off or my Volkswagen might have been derailed forever into the primeval wilderness with its glib passengers put at the mercy of the wild things.

Later, at the Lodge, I came to realize that our encounter with the rarely seen nocturnal marsupial might epitomize one meaning of the six-day meeting. Because of our privileged institutional positions—achieved usually through educational opportunities afforded by fate—we were given a trip to one of our nation's few remaining unpolluted natural wildlife areas.

If only all the residents of all the drab inner cities could be given the incentive, the wherewithal, and the transportation—a million passenger V-STOL would do the trick—to experience such a change of pace for a day, a week, or a month! To these urban dwellers an encounter such as ours would be unique in each of their grindstone-gray, city-mouse lives.

Hopefully the workshop helped many of "us" take the first step to help prepare "them" for countless life-expanding opportunities both in and out of their urban renewal enclaves.

Leaving the natural wonders we will now examine some of the most obvious characteristics of the program content created by twenty-two urban librarians. Less tangible aspects of the workshop will be treated by other participants.

Programs: Traditional to Innovative

While reviewing the content of the actual programs it is necessary to keep in mind that they represent, in many cases, a last-minute revision, prepared overnite and hurriedly typed the morning before the last session. Most of the programs are two to three pages long, and somewhat "boiled down" versions which sometimes seem to leave out rather obvious facts that came to be "understood" by participants and faculty. If the participants were given more time or another try at it, they might make explicit certain points omitted, such as the age or race of the target group.

The main thrusts of the programs vary widely from quite traditional to very innovative. An example of the former is the program which has the goal of getting county residents, now unserved, to accept taxation and be served by a contractual library. This type of effort has been frequent since World War II.

An example of the innovative program is one which emphasizes new services to the culturally disadvantaged blue-collar worker by catching him at his plant with a special mobile unit, thus trying to change his "habit pattern" and bring awareness of the library. TV viewing and other non-intellectual pursuits, such as bowling and hunting, are cited as foremost in the life pattern of most middle class Americans.

Obvious Characteristics

The chart accompanying this article presents in tabular form the frequency of some of the most obvious characteristics of the target groups and some of the main components of the proposed action programs. The reader should keep in mind that the chart is merely a general guide since each specific program is subject to revision when hard budgetary facts of life face the administrator in the implementation of his particular plan. Also, in some cases, it was necessary to read between the lines and to make assumptions based on the compiler's knowledge of library systems involved, and certain facts which came out during the workshop. Thus it was "known" that one library aimed at a white target group while another was concerned mainly with a black community.

Larger Indiana cities usually contain a shockingly high proportion of poor who are also black. Therefore it makes sense that eight of eleven outreach programs will focus wholly or partly on black groups. One also includes Spanish-speaking minority groups. Only three libraries selected predominantly white groups as their targets.

All eleven programs will be geared to reach the poor and/or lower-middle class person, whether he lives inside or outside the inner city. In at least five cases the target group will include some black and white families who happen to be in higher socio-economic brackets—middle-middle class and up.

On the accompanying chart the term "poor" includes those with marginal incomes as well as welfare recipients.

All Non-Users Are Disadvantaged

One thing all workshop participants agreed upon is that there are too many non-users in all socio-economic strata who could benefit from the library if we could only convince them how reading and library services relate to their lives. Moreover, the poorer the person, the more he potentially has to gain from embracing the library.

Special library surveys and the 1970 census will provide detailed demographic information, but it now appears that ten of eleven programs will center efforts on the undereducated, i.e. all who have not completed high school.

Adults are much more heavily favored as target groups than children. Only one program emphasizes special enticements to children under twelve hoping to lure them librarywards.

Diffused Targets

Workshop discussion indicated that clearly defined ghettos are disappearing, and in many cities the poor, regardless of ethnic background, are resettling in neighborhoods fled by white workers. Some of these pockets of the disadvantaged are in or near the central city, others further out. The pattern fortunately sometimes includes relatively nice low-income housing projects or turn-key homes.

For want of a better term I refer to the target area in these situations as "diffused" geographically, since spotty coverage of all, or a major part, of a city may be involved. In five programs the geographic area to be served by outreach units may be thus described.

Five other programs clearly specify a definite area or community, usually near a branch. One plan calls for three branches, in neighborhood centers, to serve three different minority groups.

It is a significant fact that none of the programs at this stage even mention a building program. Store front or shopping center outlets may be in future developments, but present branches and mobile units are right now the headquarters of action projects.

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TARGET GROUPS AND PROGRAM COMPONENTS OF PLANS PREPARED AT INNER CITY INSTITUTE, BROWN COUNTY, 1969

	Characteristics of Target Group to Be Reached															Components Included in Action Steps and Programs																
LIBRARY	ETHNIC			SOC. ECON.			EDUCATION			AGE			GEOG.			SPEC. COL.			SPEC. STAFF			FACILITY				PARTICIPATION OF					SUR-VEY	CIRC & REG.
	Bl	Wh	Mex Sp	Poor	Low Mid	Mid	0-8	8-12	13+	Ch 0-12	YA 13-18	Ad 19+	One area	More areas	Dif-fused	PB Bks.	AV	Mag.	New	Re-train	Volun-teers	Branch	Main	Mobile Unit		Com. Org.	Lib Ad.	Lib Bd.	Lib Stf.	PR		
A	x	x			x	x	x	x				x			x	x		x	x					x			x				x	x
B	x		x	x	x	x	x	x		x	x	x		x		x	x			x		x				x	x	x	x		x	
C	x			x	x		x	x			x	x	x			x	x	x		x		x				x			x		x	x
D	x			x	x		x	x		x	x	x	x			x	x	x	x	x		x				x			x			
E	x	x		x	x	x	x	x	x	x	x	x			x	x	x		x	x		x	x	x		x			x		x	x
F	x	x		x	x	x	x	x		x	x	x			x	x	x			x			x			x	x	x	x	x	x	x
G		x		x	x		x	x		x	x	x	x			-	-	-	-	-	-	-	-	-		x	x				x	x
H	x			x			x					x			x	x	x	x	x		x		x			x	x	x	x	x		
I	x			x	x		x	x				x	x			x	x		x	x	x	x				x			x			x
J		x		x			x			x			x			x	x					x				x						
K		x			x	x		x	x	x	x	x			x									x		x	x	x	x	x		
Total	8	6	1	9	9	5	10	9	2	7	7	10	5	1	5	9	8	4	5	6	2	6	0	3	3	10	6	4	8	3	6	6

Most programs reflect the high priority given to new, or retrained, special staff who are already familiar with the territory or have qualities needed to work well with individuals and organizations in the target area. More about this later.

User-Oriented Materials

To try to reach non-users, nine of eleven plans include purchase of specially selected paperback collections to meet the real interests of the target group. Efforts will be made to make sure the subject areas and titles are what the group wants rather than what we think they want. About half the libraries will try variations of the books in bars, beauty shops, and barber shops as described by Mrs. Williams and Mr. Franklin, our ghetto experts. Certainly the basic paperback reference set will be frequently ordered.

At least eight libraries will provide specially selected A-V materials for programs and circulation.

Magazines of current interest to the target groups, no matter how far out some of the titles may seem, will be made available.

The facility to be used is of secondary importance as long as the group is reached. Branches will be used in five cases, a mobile unit is two, and a combination of branches, main library and a mobile unit in one situation. Two plans indicate the main library will be the focus of activity. One library did not cite any special facility, staff or collection since that will be determined after a survey indicates the best way to approach the problem area successfully.

A "New Kind" of Librarian

All participants seem to agree that the single most important ingredient in a successful outreach program is staff. Imagination, flexibility, sincerity, boundless energy, and empathy are the prime qualities to be looked for in the key people to head up and work these programs. If the staff has library education fine, but many young people with a good liberal arts education who can relate to other people and are enthusiastic about what libraries have to offer can do a tremendous job in outreach efforts. At the reference level of course library skills are pretty essential along with graduate training.

Five libraries will probably be in the market for at least one new staff member each and six will expect to retrain present staff to try to handle the outreach effort. Two libraries may try to utilize volunteers as well as regular staff. All recognize that staff will be the key to open all other doors.

Ten of eleven plans emphasized the necessity to seek the cooperation of all key community organizations in the target area as well as citywide groups. Part of the overall plans of most libraries call for more participation by the library in all types of organizations to reach all kinds of people and to obtain help in reaching our various target groups. Although members of our target groups are not usually "joiners," most belong to a church, brotherhood, union, or some type of community group. In many cities we can work through neighborhood centers or other organizations that have already done much to reach area residents.

The role of the library administrator is spelled out or implied in six of the plans and four have work cut out for board members. Enlisting help from the regular staff and keeping them aware of the importance of their cooperation is mentioned in seven programs.

At this stage the regular press and radio do not seem important except in three programs. Perhaps in others it is assumed that the media will be brought into the act at a propitious time and that such an obvious fact need not even be mentioned.

Surveys are part of six programs. The details of how the survey fits in each situation is too lengthy to describe here. Suffice it to say that rather ambitious research projects are envisaged in three or four cities. A study of circulation and registration records will be done by six libraries to help evaluate results as well as define targets.

Staff Retraining Is Essential

Apart from the laudable goals of these programs, probably the single most important result of the workshop is the tangible expression, by administrators, that libraries need badly the imaginative, socially concerned young (and the middle-aged) staff members who have vision, ideals, resourcefulness and energy. Some retraining of present staff will be essential in most situations but to really get the outreach show on the road many new, bright, anti-establishment types will ultimately be needed.

Most of the administrators in larger cities are, or will be, recruiting to find the "changers" who were spoken to (with forked tongue) by Shirley Olofson.[1]

Even medium sized cities—35,000 to 75,000—may develop programs needing at least one full-time activist type. This does not mean that libraries are becoming welfare agencies but rather that public librarians are at long last setting out to fulfill their roles.

A second, though somewhat related, item of interest is the lack of endless discussion about budgets (which usually plague meetings of administrators). There will be problems finding the needed funds but the overall attitude seems to be that money is definitely of secondary importance. If a good program is devised and is supported by the staff, the money will be found, if not in 1970, then in 1971. In the meantime there is a determination to "do what we can with the staff and resources we have available."

The institute disclosed that library administrators are relatively "loose" and not nearly as "up tight" as they have appeared. If these programs, and others like them, create a dozen challenging jobs for recent library school graduates or for other able, library-oriented young people, the workshop will have been a success and we can be sure many thousands of "unreachables" will be reached during the next few years.

Administrators can, and should, direct their efforts toward developing their library systems into sophisticated information center-data banks.[2] At the same time competent, empathetic staff members can be bringing new patrons into the branches, neighborhood center reading rooms, and mobile units in the city and in the suburbs. With this workshop's auspicious start there is reason to hope that libraries in the cities of Indiana may actually begin the process of change that was so passionately urged by the young librarians in the December, 1969 "Under-35" issue of FOCUS.

The public library can be an effective agent for change. As Leonard Freiser says, "We are the powerhouse. Education and information are part of the hot core of community regeneration. It's our kitchen and now is the time to face up to the heat."[3]

Since the success of *Hair* I have been less prone to discount signs and portents. Could that brave, bright-eyed, opossum that I abruptly met on a Brown County road be an omen that Hoosier public libraries are no longer "playing 'possum"? The final evaluation of the Brown County institute will answer this question.

References

1. "The Recruiter Speaks (With Forked Tongue in Both Cheeks)," FOCUS, Dec., 1969, p. 160-163.

2. For challenging views of the public library role in the seventies, see Ervin J. Gaines, "The Urban Library Dilemma," in *Library Journal,* Nov. 1, 1969, p. 3966-3970; Ralph W. Conant, "Future of Public Libraries, An Urban Expert's Optimism," *Wilson Library Bulletin,* Jan., 1970, p. 544-549; Leonard H. Freiser, "Community Library, and Revolution," *Library Journal,* Jan. 1, 1970, p. 39-41.

3. Freiser, Leonard H., "Community, Library, and Revolution," *Library Journal,* Jan. 1, 1970, p. 40.

Postmortem Comments

by Institute Staff and Participants

. . . GROWTH IN AWARENESS

The broad general aim of problem solving through a team-building process was met to a substantial degree. For many participants this initial experience will need practice to make it comfortable, natural and effective. Team-building on various levels — peer groups, library "diads," the R & R team — were woven together not only to provide a successful workshop and a workable plan, but also to increase the ability of the participants to work effectively in team relationship on other problems.

Levels of participant commitment and comprehension were difficult to predict and impossible to assume with safety. Staff emphasis on personal introspection and interpersonal interaction was the most difficult to be accepted by the participants. This emphasis was so beautifully exemplified by Eva Williams and Hardy Franklin as real people that it revealed even more clearly that it is not *what* you do so much as the person you are and how you *feel* about what you do. The institute design presented the message but these two people made it heard.

Increased understandings of self and others, awareness of how to approach problems, ability to see and build skills needed for effective human relationships—these, I feel, were accomplished to some degree. Hopefully, the workshop did not bring a "graduation" but a "commencement."

I feel it was a success, for my own learnings were great and I saw others grow in awareness and involvement during those brief and intense days. I read much between the lines of the plans and I like very much what I find there.—*BARBARA CONROY, Institute Co-Leader; formerly Program Coordinator, Co-op Educational Development for Library Personnel, Western Interstate Commission for Higher Education, Lakewood, Colorado.*

. . . THE LABORATORY METHOD

One of the most significant things as far as the Institute is concerned is this . . . that this was one of the good examples of the "laboratory method" in which the participants get involved in establishing their own learning objectives along with the staff, so that it becomes a cooperative effort and they work together to create their own "learning community."

Another essential ingredient of the laboratory methodology is that we did talk about actual experiences and attempt to design these to provide data for our own learning. Of specific note is the trip we took to the ghetto in Indianapolis, when we did talk about the feeling that people had in regard to going into the ghetto as well as their own learning after they came from it.

It was a discussion of the actual experiences as felt in a "here and now" situation rather than what the situation "should be" or "ought to be." This could also be noted from the participation of the institute staff in their own learnings as they worked and interacted with the participants.

Especially significant was the participation of the resource consultants, Eva Williams and Hardy Franklin, in that they had a chance to *work with* the participants rather than *talking to* them. In this laboratory methodology the institute staff, participants, State Library consultants and the resource consultants worked to the benefit of all. I believe the results will show the fruit of the labor that went into the planning and design.—*LAWRENCE A. ALLEN, Institute Co-Lead-*

er and Dean, School of Library Science, University of Kentucky.

. . . A MEANINGFUL WORKSHOP

I have had other opportunities to participate in workshops as a discussion leader or speaker, with a minimum amount of time to discuss individually with librarians their plans, hopes and goals. This workshop provided a two-day period for the resource consultants to work collectively and individually with participants representing small, medium and large libraries.

It was a pleasure to work with Eva Williams and to find that even though our goals and accomplishments were similar we often used different methods to accomplish them. I feel we did get over to the participants that, although we represented much larger libraries, the need is not big money, big staffs or even specially trained staff to work with the disadvantaged, but the genuine desire of the library administration, with the support of the board of trustees, to contact and serve this segment.

During the two days of animated discussion, attitudes were changed from "I dare you to convince me" to "we are planning to do." However, some of the participants were pretty keen and already had ideas and plans. Having people available to serve as a sounding board for program plans accounted for the smooth manner in which each of the participants used his own knowledge of his respective community, his own ideas and developed his own tentative program of action. In working with the participants it was apparent that each was there because he was interested and concerned.

It was a meaningful and well thought-out workshop. The follow-up meeting of the participants during the spring of 1970 will indicate how well the workshop achieved its objectives.—*HARDY R. FRANKLIN, Institute Resource Consultant; formerly with Brooklyn Public Library; now Research Fellow, Rutgers University Graduate School of Library Service.*

. . . HERE'S TO PEOPLE POWER

Warmth. Friendliness. Concern. Understanding. These four words may possibly be the key to successful inner city programs, whether handled by libraries or other agencies. At least this is one participant's response to the Brown County Institute.

These thoughts grew out of the experience of seeing and hearing two black librarians discuss their programs. Eva Williams and Hardy Franklin provided much information of their work with inner city patrons—both their successes and their failures—and were constructively helpful in our setting up workable programs for our own libraries. But more valuable than their experiences were their attitudes; it was obvious that they enjoyed their work and the people. Their outgoing personalities and good humor, nowhere better expressed than in the give-and-take kidding of each other, might be the vital catalysts that made their library programs effective.

Sometimes we feel that more money, increased staff and a more attractive and convenient building are all that are required to turn non-users into book lovers. These are truly needed changes, particularly the last two, but without the leavening factor of friendly librarians, the public library may continue to be unimportant to inner city residents.

So here's to "People Power" in libraries —outgoing, ebullient, interested, innovative staff members. — *FRANCES KLINGER, Acting Head, East Branch Library, Evansville Public Library.*

. . . A FRUITFUL EXPERIENCE

The Institute was a fruitful one because the participants are much better prepared to formulate projects and carry them out as a result of experiences and insights gained at this training session.

Especially fruitful was the visit to the ghetto area of Indianapolis which served as a laboratory exercise. Though brief and superficial, the visit brought its rewards in more understanding of the difference between middle-class white and Negro culture. Also, Dr. Hiatt gave an excellent talk on the characteristics of the middle class to which most librarians belong.

Group activity and learning was especially emphasized at the institute. In fact, the entire institute was a fine experience on how such a program should be run. The participants were also instructed in ways of improving group activity and how each one can contribute to the activity of the group.

The leadership of the institute was exceedingly effective in working with participants and getting them to express themselves freely on the various problems being considered. We became a very warm and friendly group through techniques used to help break down barriers between us.

The two resource consultants, Eva Williams and Hardy Franklin, imaginative workers in ghetto areas, were very stimulating reporters on what they have done in their communities. They are both examples of librarians devoted to helping people develop and learn; they have a warm love for people. They are innovative and were an inspiration to all who heard them.

One fine feature of the institute was the frequent evaluations made after each meeting; these kept participants alert during all the sessions!

We learned something of how a group works, how to break down barriers between people, and how to solve problems. A start can be made now on the selected problem in each city.—*EZELYN S. JOHNSON, Head Main Library, East Chicago Public Library.*

. . . SEE AND KNOW IN DEPTH

As I reflect on the institute I am reminded of the characters in "The Three Princes of Serendip." As did the princes, so did I "find" two jewels.

The first jewel was the talk given by Peter Hiatt on the bus trip to Indianapolis I expected the ride to be a period of chatting and sightseeing, but for ten or fifteen minutes I was given a capsule view of myself compared with the people in the area we were planning to visit. This was one of those rare talks which are long remembered for their contents.

The second jewel was my awareness that the project and program we were designing was applicable to all the other ten branches in our system. I came with my fellow staff member to formulate a workable program for her branch library and found that I had seen without "seeing" the community in which she works and that this was pertinent to every other area our library serves.

Our design must be structured around our knowledge of the people for whom it is designed, and this was my need for the future, but not only for the Brooks House area—I must help each of the branch librarians to know their community in depth, and I must "see" and not just "view" all of the different areas.—*OSMON C. CRAIN, Head, Branch Division, Hammond Public Library.*

. . . DEEPENING INSIGHT

The institute offered the supreme opportunity to "rap" with others in the profession. It was a unique situation where directors and staff members mingled with no "caste" distinctions. Individual problems arising from each urban area were brought up and discussed at informal gatherings, while as a group we dealt with problems in communication and evaluation.

For me, insight deepened as I had the opportunity to hear about problems as they appeared from the director's chair. In addition, it is constantly amazing to me when I discover the varied backgrounds brought to library service by those who have chosen by chance or desire to work in this field. Surely with such a variety we indeed have a very wealthy profession. — *BONNIE HARRISON, Deputy Director and Young Adult Service Librarian, Anderson Public Library.*

. . . LEARN BY TRYING

Librarians and some of their key personnel attended from all areas of the state. We usually meet only those in our own districts, although at ILA annual conferences we may become acquainted with "outsiders." A real benefit of the institute was getting to know others, and at a week-long institute, one gets to know the participants very well.

We learned of others' problems and their experiences as they attempted to solve them. We were introduced to new programs that can be tried in our own libraries, and we sensed an attitude of cooperation for the improvement of library service throughout the state.

To me, that was the most significant aspect of the institute.

The resource consultants brought proof that innovative programs will work. Our challenge is to overcome the inertia to change. They assured us that if we maintain our convictions, we can learn by trying. Most of our programs hopefully will stand the test and justify our support by the community.—*HARMON A. BOYD, Head, Extension Services, Vigo County Public Library.*

. . . "GETTING TO KNOW YOU"

The most significant aspect of the institute for me was getting to know people.

All of our backgrounds were forgotten and we met as a group of individuals with a single purpose: to learn and to plan.

The institute leaders were not only provocative, but they were informally witty. Larry Allen reminded me of an Irish leprechaun, especially when he wore his gay colored suit of yellow.

It was difficult for me, a "square," to call strangers or mere acquaintances by their first names, but I did; and I felt a glow of comradeship when someone called me by my first name.—*THELMA M. WOOTTON, Head Librarian, Wells Public Library, Lafayette.*

. . . MIXED FEELINGS, BUT—

The institute acted as a huge, discerning, interpretive mirror. I was able to view and evaluate myself, my attitude, philosophies and feelings of many things regarding my own niche in the library service picture of my own community. The self-analysis and critical introspection that resulted can provide a healthier attitude toward change and also whittle away at prejudice and preconceived ideas.

With the structured presentation covering five intense days, it was a mind-and-subject confrontation that had to produce some results. The institute leaders were capable and skillful in their instruction and the resource consultants imparted know-how based on experience, but other vauable information sources were the fellow participants who contributed from their wide and varied backgrounds.

New and useful suggestions on administrative procedures and adult education techniques will certainly find appropriate practical applications.

On the minus side is the inside antagonism which tends to rise in an administrator's mind when theory runs a bit heavy. Foremost on every administrator's problem-solving list are budgets, tax support and board support.

New library services, innovative methods, changing techniques and reaching new patrons usually require more money. The institute did not give much help on how to secure a higher tax rate from the county tax board.

I admit I approached the institute with mixed feelings, and my feelings were still confused at the end, but I must say that I'm glad I attended and that I did learn considerable from the sessions.—*HAROLD J. SANDER, Director, Indianapolis-Marion County Public Library.* ☐

Hammond Public Library
Hammond, Indiana

SUMMARY OF OPERATION II

In reviewing the solutions which we proposed last October, I feel somewhat the same way the Brothers Wright may have felt at Kittyhawk, just getting off the ground.

We were to attack formal groups in the area. To a certain extent we have done this, but with no excitable results. We have not been able to set up a local "library advisory council" at this time partly because the whole area seems to be in limbo. As to the availability of another staff member to assist in the library while Miss Hildreth was out in the community, this proved to be unacceptable under the present conditions. We have increased the quantity of paperbacks relevant to the needs of the community and are still in the process of continuing the same. Many new pamphlets, magazines, and current material of a local nature have been added.

We tried to utilize non-print materials such as suggested in the November "solutions" paper; we had nightly programs of the reading of selected titles using talking book records. Results at first indicated that possibly we had struck a nerve, but the nerve became numb after several nights. The extra film nights proved of value so long as we could bring something of social problem nature to the audience. When we had an occasional travelogue the audience disbanded. To this date we have not tried to tape any of the discussions held at the branches.

We are still in the process of achieving the introduction of Negro speakers, for specific purposes. As of this date there are group meetings set up for discussion of the NAACP and its problems and directions. These will be done at night after the regular library hours, twice monthly during the summer months.

The name of the branch remains the same but will probably be changed by the new director of the building in which we are housed.

Many of the changes in staff, board, and community attitudes are slow in revealing themselves. I sincerely feel that the other branch librarians are more aware of existing conditions than they were before. They have spread the "word" among themselves and some of them have offered to help Miss Hildreth in any way that they can. They were brought to the area by the paperback exhibit, "Red, White & Black."

Two of the seven member board are presently visiting the branch personally and all of the board is listening, I feel.

I am certain that part of the community is now aware of the existence of black orientated literature. This segment has been vociferous in informing others about this fact. Another spark was the entrance into the area by outsiders and this was noted by the local community. It was a two-way street. The community responded to our regular spring preschool program with an attendance increase of 300% for both children and parents over 1969.

As I noted above there was an immediate response to the films, records, discussions and displays, but to sustain the interest and response will take some doing or new directions.

Some problems which were encountered and the solutions or redirections are noted below.

There was no instant acquiescence from the board or the head librarian. Gradually they have offered alternatives to our program or accepted the possibility of permitting these to operate. As an example we were permitted to change the library's hours so that Miss Hildreth would have an opportunity to go into the community and the schools.

Militant "field marshals" were in the library for many visits wanting to know about facilities, materials and the staff. Donna solved this by having open group discussions with these militants. Some of their requests for materials were valid and they werefilled. A list of the adult holdings of pertinent materials was compiled and is being distributed at the present time. A similar list currently is being made for the children's holdings.

The staff at Main still seems to be insensitive to the inner city branch, in fact sometimes I feel this is applicable to all the branches. There is still difficulty in providing substitutes for the branch, only one agrees to accept work at this branch.

Brooks House Branch Library is still an unused branch. I think this is a result of the community's attitude towards the center in which we are housed, and the general condition of the center does not allow the librarian to give the individualized attention to those people who seek direction and help. The appetite for reading is not noticeably on the increase throughout the area.

There have been many indirect results on both sides of the ledger. Positively: Outsiders have come into the community and the library and have seen at first hand the area and the library. Traffic seems to be steady since new materials have been added. Negatively: The traffic does not utilize materials because of the atmosphere of the present quarters in which the library is located. The incoming of strangers into the community did not stimulate the community to come to the library. The mass media was unsuccessful in reaching the local community.

Yet, I think it is valid to say we are getting off the ground.

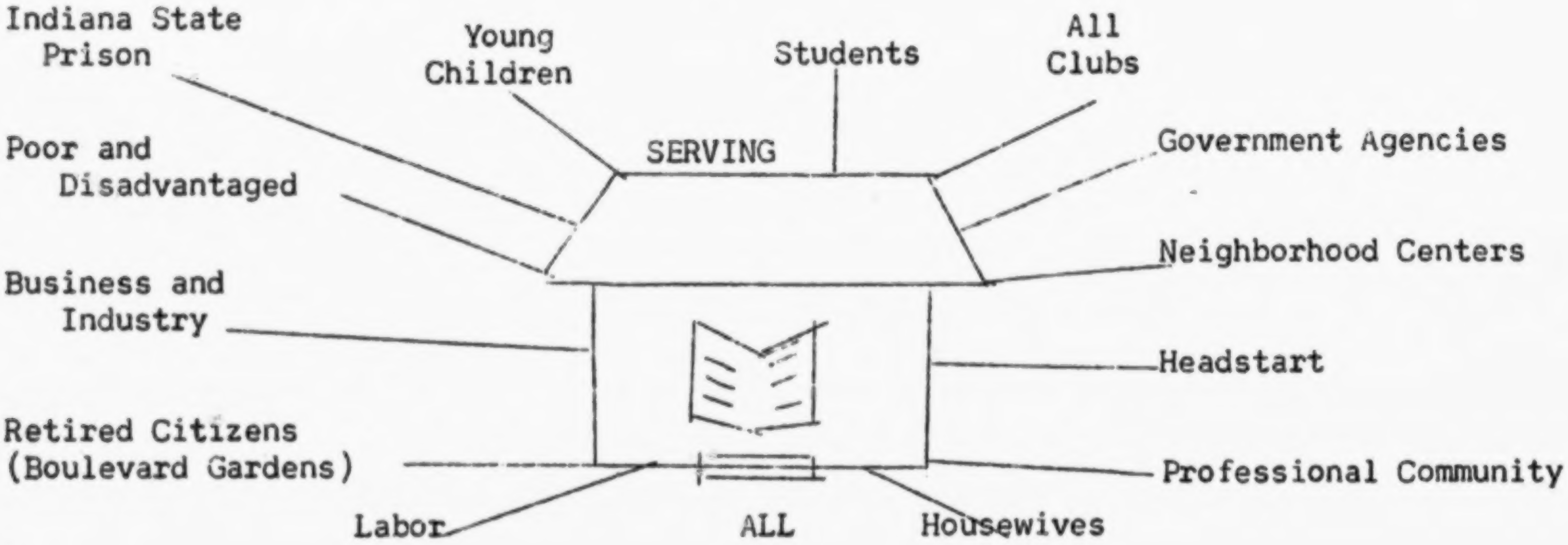
Submitted by

Osmon A. Crain
Donna Hildreth

5/15/70

Michigan City Public Library

OUT REACH REPORT



Your city library last September began to explore possible ways to reach people not currently served. In October a special workshop for librarians from Indiana's larger cities helped us get ideas and plan a tentative program. Contacts with other agencies and groups preceded our initial outreach activities, all of which have emphasized the need for the library to reach out beyond four walls into the community.

Thus far Out Reach Activities include the following:

A. Four hundred books for children, adults, and tutors to help supplement and strengthen various programs aimed to enrich and upgrade the disadvantaged and increase their abilities to participate successfully have been loaned indefinitely to the Neighborhood Centers.
B. Business and Investment materials have been added to the library's collections and efforts are being made to promote use of these materials in limited space available.
C. Boulevard Gardens residents (mainly senior citizens) will receive a rotating collection including large print books during National Library Week. Other services, such as film showings and special delivery are being investigated.
D. Indiana State Prison inmates are now receiving special interlibrary loan services and we are donating a small collection of paperback Reference Books to the prison library.
E. During National Library Week our staff will tell stories at each Headstart class and donate a few paperback children's books. Ways to better serve the staff and clients of this and other agencies are being explored.
F. The library director and staff are participating more actively in community organizations such as Community Service Council, Public Affairs Council, and Youth Coordinating Council

G. Film showings twice a month at Barker Center will be sponsored by the library beginning in May, on the first and third Wednesday nights.

It should be emphasized that the activities described above are only the beginnings of a larger program which will build up over the next few years. We hope that ultimately many people, perhaps thousands, will be reached who otherwise might remain unaware of the importance of reading and library services in their lives.

Better ways to measure the effectiveness of public library services will need to be explored so that the success of outreach activities can be evaluated. Reading a book is traditionally an individual activity, but librarians feel that if more people read more books the entire community is better and richer. There is no way yet to prove that assumption, but we are seeking evidence.

Charles J. Adams, Director

South Bend Public Library

Dear Mr. Francis:

INITIAL REPORT ON REACHING OUT. MONTH OF FEBRUARY.

Centers visited. Hansel, LaSalle-Fillmore, LaSalle Recreation and Northeast Center.

Groups contacted. St. Stephens Senior Citizens, Concerned Women, YWCA, Urban League Job Center, LaSalle PTA, Human Relations Dept., Washington Street Business Men's Association, Kappa Alpha Psi (College Bound Tutoring Program), Black Liberation League, Model Neighborhood program, Headstart Mothers Group, several trips to Afro-American Bookstore, REAL services, Mr. Fox at Mental Health Office. Western Avenue High Rise.

Results of first month.

Programs.

1. Film program for Hansel Campfire Group and dance class. 2/26/70
2. Counseling for college bound youth at mother's request, advising about books and services. 2/27/70
3. Book display for Mother's Club at Hansel Center. 3/8/70
4. Mother's Club LaSalle Recreation Center 3/11/70
5. Mother's Club Northwest Plaza 3/11/70
6. Senior Citizens group at Highrise 3/13/70
   Two subsequent programs planned and tentative planning on ways and means of book pick-up and return for the homebound.
7. St. Stephens Senior Club
   Films and Ethnic books 4/1/70

Services in progress

1. Ralph Mullins.
   a. Mrs. Wagner working on booklist for teen-age church groups on race problems
   b. Initial material for speech.
2. Mr. Nicks at LaSalle-Fillmore center
   Material being gathered for suggested reading for elementary school level reading club he is interested in forming.

3. Mrs. Guy Curtis asked if I would be interested in sitting in on her session with Mark Madison the student initially involved in the LaSalle difficulties, in order that we might suggest material for him to read, etc.

4. Gathering material for Mrs. Cockrell of the Black Liberation League about Africa, Afro-American art and culture as background material for their proposed center.
   Will provide addresses of some authors they wish to contact. (Didn't realize the library had this information).

Have also secured for people working with dropouts committee of Concerned Women, information on OUTPOST program of the Chicago YMCA and the Central Community college and High School in Chicago, and the source of information concerning a home for trouble children being talked about in Elkhart.

Mr. Herbie Lee will be in on Friday to talk about using library resources for his G. E. D. class.

Add to scheduled programs Mr. Willis's Scout Troop who will learn to use the library and have a film on safety by gathering material for work on merit badges. 2/10/70 From Hansell Center.

All programs to be considered initial encounters, and follow-ups will be made.

Next: Further contact with Mr. Bond at LaSalle recreation center, follow-up Charles Martin and the college tutoring group, and visit to the Rehibilitation Center. More work with Job Center.

Evaluation at this point.

Dramatic increase in new faces in the library, especially Black people.

Frequent responses to new encounters--"I heard of you before."

Florence Bartuska
March 4, 1970

April 8, 1970

Dear Mr. Francis:

REPORT ON COMMUNITY CONTACTS. Month of March

Group contacts.

Mother's Club at LaSalle recreation Center. 3/11/70.
Nine mothers, and one coordinator from Headstart Headquarters.
Most mothers also secured cards for their elementary school children, as well as for themselves. Most of the books they kept have been returned, although I offered to come to the next meeting and pick them up.

Five mother's attended the meeting at NW Plaza. The main interest at both groups was in material on domestic arts and crafts. None of these women seemed to be interested in reading for recreation--just for information. 3/11/70

A film and information program for Boy Scout troop from Hansel Center was attended by 10 boys and their leader, Mr. Willis. They were completely absorbed in the film about artificial respiration, and allowed them to practice the method shown immediately, while all the facts were clear to them. Also had a film on canoeing and fishing, as they are hoping to go on a camping trip if winter ever ends. 3/10/70

On March 5, spent the morning with Al Williams at the UGS office. He asked that as much as possible, library programs be made a part of existing programs, which dovetails exactly with my ideas. How clever of him!

Both the Headstart groups from our vicinity have been here for their initial visit. They are from Epworth Church and from the NW Plaza. Will have a film program for them this week. This is the start of their inoculation period, so do not know which day they can come. We are later this year in starting these groups, because their instructors felt they were not ready sooner.

3/13/70 visited the Western Avenue Hi-Rise Apt. There were 30 people at the meeting of their club. Got as many registrations as I could, and many of them kept a book or two, which I will pick up on the 10th of April. Have arranged with Mrs. Higgins a stop of the bookmobile in the morning. Mrs. Kingsafer, the President of the club, said they are glued to the TV in the afternoon! There were several who cannot read who had had the talking books, but said they sent them back, because they never got what they ordered, and what was sent they did not like. The requests that were unanswered seemed to be mostly for Reader's Digest.

Then I got sick and for a week did nothing.

Mrs. Charles Martin called on the 20th about bringing his group that his fraternity is tutoring. He has not called back, and understand from my son that he has been ill. He is a teacher at Clay.

Mr. Lee, who runs the GED program at Hansel Center made several appointments to come to the library, but never came. He did send his secretary, Miss Bond. Expect to have this group here next week.

Had an appointment with Mr. Sam Winston on the 25th. He put me in contact with Miss LaVerne Armstrong of their Consumer Education program, and Mrs. Winters, who had not been around for the last several months, because of illness in her family. She is the director of their older peoples program. If the weather ever gets nicer they hope to make a visit here.

Mrs. Tita Smith of the Neighborhood Development team is to call me for an appointment. Have talked to her.

Mr. Winston said they will be adding to their staff in the next few weeks, and he will bring any of the staff who did not have the orientation program. He was my contact for the very first program.

APRIL

Made three calls to the LaSalle recreation Center during vacation and think we have created a good beginning for a Bookmobile stop there. As the new apartments in this area are completed there should be a good reservoir of patrons. Mr. Bond has become convinced that his patrons are interested, and told me he was pleased that I was making such an effort. Miss Rosie Miller accompanied me twice, and is a natural with children. She was a great help to me, and think she gained a knowledge of the reaction of books and children in a non-academic situation.

Also stopped at St. Stephens Child Care center and talked to some of the staff members. They will present my invitation to come for an orientation session at their next general staff meeting. Was able to give them some immediate direction for useful material, and took some things to them when I went to the Senior Citizens group at St. Stephens the following day.

25 women were present there. We registered about 12, had a film, told about available materials. The Hungarian group were delighted to find we had books in their language. Most of these women will use the Main library. I will return in a month to pick up any books they may wish to return.

At LaSalle recreation center Mr. Bond and I discussed how to reach the teen-agers who come there. I suggested that we make a special night visit of the Bookmobile and he suggested we come on a Thursday night when between 3-400 teens come for roller skating. The tentative plan is to set up a registration desk inside, and then have the Bookmobile outside. He has already agreed to keep a box at the center for books which the children cannot return to a regular source. I will go back there on the 10th.

One of the two out-of-school young men who wish to go to college and wish information about same, has his application in at Notre Dame. He had not considered attending there. I put him in touch with Mr. George Seabrooks whose name I saw in the SB Tribune as being in charge of recruiting Black students. Hope he is accepted. He has become a regular patron, and am assisting him in getting acquainted with Black history. The other is still undecided, and is using our material to select places to apply.

Thus far have not heard from the Concerned Womens group, but had an appointment with Mr. Curtis and the LaSalle student, which he did not keep.

The Ladies club of Trinity Grace Church will come over on April 15 to get acquainted with the library. They are all area residents. This contact was made through Mr. Fox, by way of Miss Marsh at the YWCA.

Have not been able, as yet, to make such contact with the area churches, partly because they were involved in Easter preparations. Will try again in the following weeks.

Florence Bartuska

South Bend Public Library

APRIL LIBRARIES TO THE PEOPLE - 1970

April 1. ST. Stephens Senior Citizens Center, an ACTION sponsored agency was visited with a box of books and a film on Poland. This group was represented as being largely Polish in origin, but it seems that this particular day mostly Hungarian speaking and reading people came! Yesterday three of the ladies paid us a visit to use their new library cards. They were especially delighted to find that Main had foreign language films.

Mr. Meyers has been asked to try to find a film on modern Hungary if such is available.

April 3. Miss Bond from the Model Cities program came to see our faculities, and to schedule a meeting of the GED class from the Hansel center program.

April 10. The Hi-Rise apartment was again visited with a book collection, and books were returned from the previous visit. Mrs. Higgins has scheduled a Bookmobile stop there in the morning so as not to interfere with the afternoon soap-operas! Will go to their next meeting to drum up more business.

April 14. Hansel Center. Two Boy Scout troops, one at 6:30 and one at 7:30 had film showings about artificial resuscitation and about Harriet Tubman and the Underground RR. The boys were very enthusiastic. Most of them have now returned their signed cards to apply for library cards.

April 15. Had lunch at the Wonder Inn with Sally Diggins from the Urban League On-the job-training program. This is a Soul Food restaurant which has delicious fried cornbread, very delicious, and very indigestible! However, an excellent place to meet people.

April 16. Lydick Headstart Mothers Club. Again book collection information about the Bookmobile stop out there. Resulting from this a visit to the library by the children and teachers, and teacher volunteers, and an invitation to show a film for the group, plus two groups of migrant children--about 50 in all.

April 19. Distribution of various booklists at open house of the County-City building, especially Mrs. Wagners listing of fiction titles for the Young Adult.

April 3-10-17-21. Trips made to LaSalle Recreation Center with books. This should make an excellent bookmobile stop beginning this summer.

April 27. Hansel Center Mother's Club, and in the evening Urban League Guild meeting.

April 28. Hansel Center GED class here.

April 29. Visited IVY Tech and talked to Mr. Wysong and Mr. Vrydaghs the head of the English dept. about methods to use the library for enrichment.

April 30. Lydick Headstart here.

Somehow, no matter how one tries to restrict what is done to the adult population, one gets involved with children and young people.

A visit was made to St. Stephens Day care center with a bag of relevant material.

Our Afro-American section is almost ready for use. Only the fiction remains to be done. Already the response is enthusiastic, although no signs are in place. As soon as this is finished and the remainder of the books from the paperback collection has arrived will send publicity to Model Neighborhood for distribution to the area, and will ask the Reformer for publicity.

This should be the gimmick I need.

Am awaiting delivery of the book racks from the paperback display so we can get them ready for placement. Have two laundromats in view.

Mrs. Williams went with me on one of the trips to LaSalle Rec. center. She was astonished at the poor reading ability of the children there. Our theme is practice using tools (words).

Mrs. Williams and I will go to the 200 block of N. Illinois tomorrow, and attempt to get parental signatures for the many children in this block whose children have been taking books home for the center. Hopefully we will have a ready clientel for the bookmobile when they begin their stops.

Florence Bartuska
May 6, 1970

IMPROVING PUBLIC LIBRARY SERVICE FOR THE INNER CITY DISADVANTAGED

A TITLE IIB INSTITUTE - PART III

17-20 May 1970
Abe Martin Lodge, Brown County, Indiana

PROGRAM

Sunday Evening

8:00-9:30 p.m. I. Review and Recapitulation of Part I

II. Assignment of:

A. Four-man Institute Evaluation Team
B. Institute Recorders and Publishers
C. Behavior Science Corporation report review, especially of evaluation techniques

III. Programs and Progress

A. Status reports

1. Brief review of original (Oct.) programs
2. What has happened

B. Discussions of problems encountered; successes
C. Results, direct and indirect
D. Group discussion of program problems to be resolved

Monday

9:00-11:30 a.m.

Indianapolis Public Library Program
Vigo County Public Library Program
Evansville Public Library Program
Monroe County Public Library Program

1:00-4:15 p.m. IV. What's happening elsewhere: Goals, Problems, Successes and Measurements

A. Brief reviews of Library Evaluation Techniques
B. Muncie Public Library's Gateway Program- Mr. Leon Jones, Director, Muncie Public Library
C. Morrisson-Reeves Public Library's Outreach Programs- Mrs. Harriet Bard, Librarian

8:00-9:30 p.m. III. (Cont.)

South Bend Public Library Program

V. Library Advocacy Program in Gary: A Report

Tuesday

9:00-11:30 a.m. III. (Cont.)

Hammond Public Library Program
Anderson Public Library Program
East Chicago Public Library Program

1:30-4:15 p.m. VI. A View Through the Eyes of Behavior Science Corporation's Study to Evaluate 15 Public Library Branch Programs for the Disadvantaged

A. Description of the programs
B. Evaluation techniques of possible application to our programs
C. Evaluation of the study

III. (Cont.)

Wells Public Library Program

8:00-9:30 p.m. VII. Vigo County Public Library's Railroad Car Program: Lessons and Insights

Wednesday

8:30-11:15 a.m. III. (Conclusion)

Michigan City Public Library's Program

VIII. Re-evaluation of Programs and Problems

IX. Publication of Institute Materials

X. Evaluation of the first 3 parts of the Institute

XI. Plans for follow up

XII. Conclusions

BOYS' CLUB LIBRARY at The Scott Boys' Club
of Richmond
1407 South 8th Street
Richmond, Indiana 47374

BRANCH of MORRISSON-REEVES LIBRARY

1969 Annual Report Figures

Registered Borrowers	196	Attendance	
Books - Total Volumes	1,404		
Paperbacks added	101	At Film showings	77
Total Book Circulation	2,287	At Story Hours	724
Days Open	116	Regular Attendance at library	3,429
Films shown	3		
Story Hours held	113		
Puzzles owned	12		

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ACTIVITIES USED TO CREATE INTEREST IN READING

1964 to date

STORY HOURS	Geared to boys, their interests - 30 minutes Usually two stories, occasionally a story is read by a boy. Jokes, riddles, poems used from time to time.
WIN-A-BOOK	Read 10 books and win one paperback
DRAWING	Free hand - tracing (Cars, boats, book characters) Prize of piece of candy to best display Holiday subjects, flags, Presidents - Election year or inauguration day. Winners on bulletin board.
PAPERCRAFT	Halloween masks from paper sacks, crayon colored faces, witches, owls, etc. Christmas tree ornaments - Angels, chains, trees, made of paper, tin and cardboard. Christmas cards - use old cards, collected from staff members usually, cut off personal messages, then cut out parts and use on plain card. Boys took home. Valentines, Mother's Day, paper flowers.
SERIAL READING	A chapter a night. Not successful. Too many different boys each night.
CALENDAR	Mark wall calendar with boy's birthday dates at beginning of year.
HANGMAN'S TREE	Sometimes called (Concentration) (Spelling, supplying missing letters in blanks ___ ___ ___ ___) A miss means another part of body hanged Book titles popular or something in room clearly visible from blackboard.

BOOK CONTEST	Authors and titles put on blackboard, boys match up.
PRACTICE FILLING OUT A FORM	.............Any kind
READING CONTEST	Boys participate in NATIONAL BOYS' CLUB READING CONTEST Points are given and awards presented to boys. Also the winners have pictures taken and is published in the local newspaper. Points are given for: Reading books Original writing of stories, reports, poetry (last most popular) Service - listening to others read, helping in the library, shelving books, checking in and out, cleaning. Very popular.
COLORING	Use of mimeographed pictures (Seasonal, Christmas, Easter, Halloween, etc.) Best one selected for posting on bulletin board.
PUZZLES	Very popular
ALPHABET GAME	Use of posters or any large picture for naming objects, beginning with different letters of the alphabet. Each boy earning a point for each object named.......Very competitive.
FIND-OUT-BY-TOUCHING	Each boy has a turn being blindfolded and is handed objects from a box to identify by feel............Very popular.
STUDY	Occasional use of room and books for home work assignments.
BLACKBOARD	Heavy use of blackboard by boys.
DISPLAYS AND BOOKS	We try always to tie in with Boys' Club activities, such as camping, chess, art, cooking, woodwork and sports of all kinds.
QUESTION OF THE NITE	

We also try to make all activities relate to books and library.

May 1970

THE RICHARDSON LIBRARY at Townsend Community Center
855 North 12th Street
Richmond, Indiana 47374

Branch of MORRISSON-REEVES LIBRARY

1969 ANNUAL REPORT FIGURES

Registered Borrowers	812	Reference Questions	145
Books - Total volumes	3,342	Use of Puzzles	647
Total Book Circulation	13,165	Use of Viewmasters	1,020
Number of Puzzles	67	Participants in Book Clubs	84
" " Magazines	8		
" " Pamphlets	24	ATTENDANCE at film showing	201
" " Viewmaster reels	214	" " story hours	792
Films shown	3	Regular Attendance at Library	8,305
Story Hours held	59	Days open	136

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ACTIVITIES USED TO CREATE INTEREST IN READING

ACHIEVEMENT CHART

A poster board, displayed in the room, Child's name written or printed on line, then placing a Star beside name for each book read in the room.... This began in 1965 and is continuing using other types of stickers and symbols with different captions. (Salute to Books) using American Flag; (Zooming through Books) using Cars; (Flying through Books) using Birds; (Be smart - have flowers on the chart) using Flowers.

WIN-A-BOOK-CLUB

Began in 1965 and continuing as children wish to read for a free paperback. (Easy paperbacks are purchased from Scholastic, awarded free for reading 10 books in the library to an adult or student assistant.)

The reading of the two projects above are called READ-ALOUDS

SMALL TABLE GAMES

Began in 1965 (Checkers, Dominoes, etc.) Discontinued

ART CLASSES

Special Instructor....1965-1966 - Discontinued

STORY HOURS

Began in 1965....Discontinued for a brief time and began in 1967 again and continuing......For Kindergarten age and up through elementary school, however attended mostly by lower elementary age. Conducted by Adult or Student assistant.

Special Story Hour demonstration given at Nicholson School for parents.

One special Christmas Story Hour with parent participation. We hope to try this again.

PAPERBACKS

Began Feb. 1969. Rack put in with the beginning of evening hour on Mondays for Junior and Senior high school students and adults. Paperbacks mainly for them.

ACTIVITIES CONTINUED

FILM......1965-1966
Not too successful...discontinued. Tried again just for the Library "In" Club in 1968, a fair reception. Tried again, 1969-70. Special treat of "Hansel and Gretel" in color, then Christmas movies and cartoons, all very successful. One other special for teens, done by teens in New York City. We feel more cooperation is necessary on the part of the Center Staff in giving assistance in setting up room and supervising.

PUZZLES
Began in 1965. The very easiest Frame tray type remain very popular with all ages. Continuing....

COLORING
Began in 1965 and continued. Coloring books are used...and now we trace pictures of holidays and seasons and mimeograph on large sheets of paper. Sometimes a contest is held for the best coloring.

FLASH CARDS
Began in 1965 and continued although not used very much.

OLD FASHIONED STEREOGRAPHS AND STEREOSCOPE
Pictures of animals, countries, Washington, D.C. - Still used by a few.

VIEWMASTER AND REELS
Began 1967....Pictures in color of stories such as Cinderella, The Wizard of Oz, many other fairy tales and holiday stories. Very popular and continuing.

TOWNSEND NURSERY CLASSES
Visits to Richardson Library began in 1965 and continue.

HEADSTART CLASSES
Visits to Richardson Library began summer of 1967 and continue as requests are made. The nursery groups and headstart groups have become easier to handle and we get better attention and more participation from the children than at the beginning. The teachers and leaders of these groups also use books and stories in their programs.

NICHOLSON MOTHERS STUDY GROUP
1967 on....Have talked to them at Nicholson some and have invited them to Richardson Library.... This has not been too successful however I feel we must keep trying to reach the parents in the area.

LETTERS TO MINISTERS OF CHURCHES IN THE AREA
All cooperative in reading announcements sent to them about our library.

CLASS VISITS FROM NICHOLSON SCHOOL
Began in 1967 and continuing - The most effective means of reaching the children in the area. The Kindergarten through 6th grades visit the library in the Fall and Spring following a schedule we make out for each room. We rive introduction, stories and care of books and instruction in the use of a library.

POSTERS HAVE BEEN DISPLAYED IN PUBLIC PLACES
Cooperation of Grocery stores, Barber shop and Liquor stores.

ACTIVITIES CONTINUED

READING CLUBS

Beginning in 1965...The afore mentioned Win-A-Book Club, continuing.

Summer Reading projects...Continue...Each year we attempt something different, yet similar to encourage summer reading...(Big Wheels Club, 1965) Summer Reading Circle, 1968, and Fishing for Books, 1969.

LIBRARY "IN" CLUB Began Oct. 1967. This has been the most successful club activity to continue as a club situation. Other continuing club projects are on an individual basis. Slogan for this club is "If you read you're in!" This is the 4th, 5th and 6th graders only. Each Fall the librarian visits 6 classrooms, explains the club program for the coming year (school year) gives short book talks on exciting books that entice children and invite them to join the club.

ACTIVITIES AND PROJECTS OF THE LIBRARY "IN" CLUB

Reading - First, with reports being given on all books read. Our goal is to motivate, stimulate and help to keep the interest in reading alive for these youngsters through these years.

Prize paperbacks are awarded, bookmarks, viewmasters, and other books, such as Andersen's tales and Laura Ingalls Wilder series.

Programs to help encourage reading - Specials

Local Authors, Joseph Longstreth and Alan Honour presented a special Christmas program, explaining the harp and bells. They let the children play the bells.

Another very fine author, Esther Kellner, presented 2 programs, one on her animals and one on her childhood.

All of these authors were so well received and they kept the children spell bound. It was wonderful to see.

Trips to Morrisson-Reeves Library

Summer programs, presented by our Morrisson-Reeves Jr. staff

Radio program - Our public relations person, Miss Fran Eward taped an interview with the children and then on the day of the program the Principal, Mr. Newbold let the children listen.

Projects for the children to do....Thinking of others

Handicraft....Greeting cards, Tray favors, made for the patients at the Mary Hill Nursing Home and Jenkins Hall, also for their parents.

Singing Christmas carols each year to the patients at Mary Hill Nursing Home.

Games used in the Club....Related to Library

Arranging of cards...Authors and titles of fiction books and cards with non-fiction call numbers only..Each child is given 10 cards and the one who arranges his cards first and in correct order, gets a prize.

ACTIVITIES CONTINUED

Hangmans Tree...using library terms or anything related to the library such as: Card catalog, Reference, Dictionary, Book shelves, Title page, Fiction and non-fiction, Encyclopedia, Richardson Library, Morrisson-Reeves Library, plus authors and titles of books.

Active games used only when necessary. (Not related to library)

May 1970

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Library project for
Hyte Community Center

WAAC RADIO
Terre Haute, Indiana

May 22, 1969

EDITORIAL

One step forward .. two steps backward. That appears to be the case of the Young Peoples Library project in the Hyte Community Center.

Lack of agreement within the black community regarding the project has certainly not helped the cause of better black-white relations in Terre Haute. As a manner of fact, many persons .. both black and white .. have been very much offended as a result of the turn of events concerning the project.

When the library project was first suggested, the black community indicated whole-hearted support. In fact, some representatives of the Hyte area, even went as far as to solicit support of city officials in assuring the success of the project. Then, after much time, effort, and labor had been donated to move the railroad passenger car to its wouldbe location at 14th and Deming, a group of young blacks called the Young Blacks for a Better Community, demanded the car's immediate removal from the area. In addition, the car was mutilated by numerous malicious acts of vandalism.

Now, as an end result, what could have been one of the most unique projects in the entire country .. is a total disaster. One cannot expect the same individuals who gave their whole-hearted support to this project to do the same again.

It appears to the WAAC Editorial Board that if the black community is to be successful in its efforts for improvements and other needed projects, it must first find the leadership that is necessary to see these projects through. As long as there is this type of division among the black people themselves, it will only be damaging to their own cause.

Let's hope that any efforts that may be currently underway to solidify the black community will be successful.

Thank you.

- - - Broadcase by Bob Rouse, News Director

Railroad Car Library

WAAC RADIO

Terre Haute, Indiana

REBUTTAL

July 15, 1969

Today's comments are presented in rebuttal to a previous WAAC Editorial regarding the Railroad Car Library in the Hyte Community. They were written by Wilene Deal, one of the Community Advisers to the Community Action Program.

A few weeks ago, CATCAP took a stand in support of the Young Adults for a Better Black Community in the removal of the railroad car which was to be used as a library. CATCAP has been severely criticized for its position. CATCAP feels that if the residents of a community do not want a facility, whether it be a gift or purchase, it should not be forced on them.

First of all, the grass root people affected by the facility were not consulted as to whether they wanted it or as to whether or not it would meet their needs. After the railroad car was placed in the area, the Young Adults who were to use it found it to be inadequate for study or leisure activity and rejected it .. by way of petition, not violence.

Some of the citizens of Terre Haute criticized the positive stand taken on the removal without investigating to see what the issues were involved in the rejection. Some of those citizens have never taken the time to visit the area and the location of the railroad car, not to mention giving thought to the connotation of giving a railroad car facility to people who live on the tracks and some of the houses are a railroad car with additional rooms.

Some of the citizens of Terre Haute who have gone to look at the location but are so biased as to give their interpretation of what they feel "ought to be done" have really rendered a disservice to the uninformed. Specific reference is made here to a WAAC Editorial by Bob Rouse. Such an article is what we refer to as "mind raping." Mr. Rouse failed to report the rejection objectively.

Instead, he filled the public's ears and minds with what he wanted them to believe. Unfortunately, all public releases have failed to make clear both sides of the picture, or they simply refused to see that there is nothing unique about granting a railroad car to people who are trying to escape the tracks.

As to the question of leadership, this is a new day. It's time for the public to realize that the hand-picked leaders of yesterday are not the leaders of today. Representatives of the poor must be involved in a decision that affects their lives.

If the lack of agreement within the Black Community, regarding the project has had any affect on the black-white relations, it is to no fault of the blacks. All people, black or white, agree or disagree at times. Historically, whites have disagreed, but somehow they feel all blacks should think alike.

What they have also failed to see is the united front that this rejection has brought about, so that all groups functioning in the Black Community may have a decision-making voice, a coalition board has been formed, with three representatives from CATCAP, YABBC, Good Neighbor Housing Improvement Association, the Hyte Center Board and the NAACP.

Because the railroad car was rejected and the need for a comprehensive center became pronounced, this board was set up to raise funds for a civic center to accomodate all citizens of Terre Haute. It is hoped that when the building is complete, a library will be installed.

Hoping that some degree of understanding has been brought about by this statement,we are looking forward to a working relationship with all persons of the community in the progress of the civic center and other problems plaguing our neighborhoods, so that the whole of Terre Haute can take pride when they hear, "Terre Haute, the Pride City!"

Thank you.
- - - Broadcast by Tom Lawrence, Vice President & Sales Manager

Results of Railroad Car Library

WAAC RADIO
Terre Haute, Indiana

EDITORIAL

August 25, 1969

The rejection of the railroad car library in the Hyte Community has turned out to be a blessing in disguise. It has, in fact, become a symbol for the people in that area to unite for constructive goals.

As a direct result of the railroad car controversy, a new Coalition Board has been formed consisting of representatives of the NAACP, CATCAP, the Hyte Center Board, the Young Adults for a Better Black Community and the Good Neighbor Housing Improvement Association. The purposes of the new Coalition Board is to build a comprehensive community center to house more of the services that are presently performed at the Hyte Center.

The proposed center will cost approximately $240-thousand. The federal government will supply about $160-thousand for the project, and the city park department will provide an additional $30-thousand in land credits by allowing the new center to be constructed on the Washington Park property at 13th and College. The balance of the necessary funds must be raised by public subscription. One half of the $100-thousand will go towards the new center and the other half will be used in a loan to back up standard loans made by Banks and Savings and Loan Institutions, where due to sub-standard neighborhood adequate funds for remodeling are not available.

It is obvious to us that the Washington Park area is taking on a new look. The city has been active in demolishing abandoned homes .. the park department is building a new tennis court in addition to providing other overdue recreational needs at Washington Park and the Southside Day Nursery (a United Fund agency) is planning a new building. This long-overdue progress must certainly be welcomed by all citizens.

We of the WAAC Editorial Board fully support the Coalition Board Fund Drive, and believe the entire community stands to benefit from it. It seems to us that if every citizen would pledge just one dollar, the Community Center project would become an immediate success. The great emphasis in our society today is to assist the poor, and the greatest desire in helping the poor is to help those who sincerely try to help themselves.

On September 11, the CATCAP Organization is sponsoring a $10-a-plate dinner at the Terre Haute House with all proceeds going towards the new center. We urge you to give full support to both the fund raising drive and the fund raising dinner on September 11.

By pledging your financial support to this campaign, you are not feeding and sheltering the poor, but reaching out with a helping hand to help people help themselves. It is an excellent example of brotherhood in its truest form.

May 1970

ANDERSON PUBLIC LIBRARY
Anderson, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

The problem

In the Anderson community, we have two distinct types of disadvantaged. We have those who are culturally disadvantaged and those who are culturally and financially disadvantaged. Neither type uses the library. The largest group is made up of those who are culturally disadvantaged. This group consists of both blacks and whites. Our problem is specifically, how do we reach the largest group of non-users, the low educated, blue collar worker who is culturally disadvantaged?

The causes

1. They don't recognize the existence of the library as an institution.
2. Their children use the library when required to by the education process because the library then meets a need they have.
3. They have a very fixed pattern of life. The library is not a part of this pattern. They only go from home to work and back again.
4. They do not retain the habit of library use from childhood to adulthood because the library represents only an instrument to use while attending school. Once out of school, the need for information stops. T.V. fills their need for recreation.
5. This group is geographically scattered throughout the town.
6. The group has a very loose identity as a group. The only commonality is their working place, the factories.
7. They do not identify excessively with their labor union. Only a small percentage votes in the labor union elections, and this same small percentage runs the union.
8. The type of recreation that appeals to this group tends to be physical in nature like bowling, fishing, hunting, etc. T.V. plays a large part in their daily lives. The T.V. set is on continuously during the day and during the evening.
9. They are characterized as a non-participating group both culturally and socially.

Solution/objective

Our specific solution is to attempt to direct these non-users out of their fixed pattern to the extent that they first use a library service and then that they use the regular library facilities.

Action steps

1. Hire a staff of two to contact the group members at their place of work.

    a. The individual in charge of the project would be acquainted with the community group to be served preferably by family background or personal prior work experience. This individual would not be limited to operating the mobile unit but would be expected to make contact with individuals and sub-groups at the plants. The individual will be free to make any necessary adjustments in the schedule to accommodate this community group. The object will be to reach as many people as possible.

b. One full-time helper would be employed to drive the unit and to serve those who use the unit.

2. A mobile unit would be at their disposal at all times. The library director will contact management and unions at all plants employing 1,000 or more workers to gain admittance to the plant grounds and facilities. Once at the plants the individual in charge is to decide how best to approach the group to be served.
   A new name would be decided upon instead of using the term "bookmobile."

3. A separate budget would be provided for this unit. The unit will carry a specialized collection to appeal directly to this group of non-users. The beginning materials will be of a nature of appeal to the established interests of this group such as sports or things of a popular nature. Circulating copies of magazines of all types and paperbacks would be of primary importance. The reading levels will be geared to those who work in the plants.

   The unit will have full authority to draw upon the larger bookmobile collection and the main library paperbacks if and when they feel it necessary.

   Other materials can be purchased when necessary.

Evaluation of action steps/objective

1. A sample pre-survey of our registered borrowers will be made to determine what percentage is of the blue-collar class presently.

2. An analysis of registration would be made to determine the nature of new users for the duration of the project.

3. Circulation statistics would be kept by the mobile unit as well as a registration file.

4. A weekly conference would be held with the library director and deputy director to evaluate performance and progress. An evaluation record would be kept on change in attitude on the part of the group served by the mobile unit.

Prepared by: David A. Bucove, Director
Bonnie Harrison, Young Adult Librarian

ANDERSON PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT

The library has not done much with its original program; however, present evidence indicates that the program is not feasible.

The library wanted to go into the factories and work with the employees. Funds, equipment, and personnel were available, but the plan could not be implemented. The automotive union stated that one of their biggest problems is reading on the job.

May 1970

EAST CHICAGO PUBLIC LIBRARY
East Chicago, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

PROBLEM

Providing relevant library services to the people in the areas surrounding three new community centers located in deprived areas.

ISSUES AND CONCERNS

Plus factors:

1. The Office of Economic Opportunity and the United Community Services (which operates the community centers) has made detailed economic, educational and sociological surveys of the three areas. The results of these surveys are available to us.
2. We have rooms designated for the library in each center.
3. We have furniture, equipment and books. Primarily paperback and minimal reference collections.
4. We have one staff member for each center.
5. We are currently training staff in library techniques; storytelling, film showing, etc.

Minus factors:

1. Community advisory boards are not in agreement as to functions and programs of centers.
2. We need additional staff with a working knowledge of Spanish in each area.

ACTION

1. Staff must be able to find out needs of individuals with whom they come into contact.
2. Staff must work through the organization and institutions of the area, participating actively in these organizations.
3. Staff must be able to initiate programs and innovative procedures to attract people into the library and get them to learn and change through the resources of the library.
4. Staff must get involved with community advisory boards and make them aware of what we have to offer and how we can help.

5. Spanish-speaking staff people should also be involved in the program and work in the areas concerned.

6. Basic English materials must be added to the collection as well as current popular materials in Spanish.

7. Programs must be continuously evaluated and emphasis shifted as needed.

Prepared by: Robert D. Wood, Director
Evelyn Johnston, Head,
Main Library

EAST CHICAGO PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT

The program provides for library service to be given to inner-city areas which surround three community centers. A room in each center has been designated as the library. None of the centers has an outside opening for the library, making the library dependent on the hours of the center.

So far, money available for staff in these branches has been adequate to hire only clerical personnel. The library has furnished the books and furniture for each branch.

People hired to administer these three branches were trained as much as possible to go out into the community, acquainting themselves with the community, meeting people in the area, and learning who the leaders are in each area. They have met with limited success, partly due to the fact that they have only one day per week available for such community work.

There was open hostility from one area because of "white" books in the collection. This hostility came primarily from a militant youth group. One week after the center libraries were opened, a petition signed by 200 people was presented asking for more black literature and newspapers. Field marshals came in to survey the library. They wanted only local people hired for the centers.

A plus factor for the program is that a physical facility is at last available to the people in these areas, and these people are interested in what a library can do for them.

A minus factor: there are not enough people to work out in the community to build a rapport between the community and the library. Also, one drawback is misinformation which has been put in the paper, regarding what the library's services really are.

May 1970

EVANSVILLE PUBLIC LIBRARY AND VANDERBURGH COUNTY PUBLIC LIBRARY
Evansville, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

Re: Proposed Plan of Action for Improving Public Library Service to the Inner City Residents of Evansville, Indiana.

I. Background

East Branch Library was one of three branch library buildings given to Evansville Public Library by Andrew Carnegie in the early twentieth century. Up until about 1960 it was surrounded by large single-family homes occupied by the leading families of Evansville. The branch was used heavily by these families and its collection was tailored to meet their book-oriented demands. A few blocks from this area and closer to downtown Evansville were and are homes of Negro residents - about 7% of the population presently. The majority of Evansville's Negroes live in this area.

Since the mid-1960's, however, the use of this agency has shown a consistent decline as reflected in circulation and reference statistics. In our opinion this is the direct result of a fundamental change in the population of this area. To wit, the well-educated, book-oriented, middle-class resident has fled the area, leaving it to the under-educated, less-affluent, non-reader. Large homes formerly occupied by single families have been converted into apartments and rooming houses now occupied by transient white persons and aspiring middle-class Negroes.

II. Goal

It is apparent to us that for whatever reasons they may have, the great majority of the inner-city residents do not use East Branch Library, and more importantly, we have reason to believe they do not use public library materials and services at all.

We believe the public library can and should provide materials and services relevant to the intellectual needs of everyone in the community including the inner-city residents. Although the facilities of Central Library and all other branches are open to them, the inner-city residents live within walking distance of East Branch Library. We feel our efforts would best be directed toward that agency.

III. Objectives

A. To increase the use by inner-city residents of public library materials and services in general and of East Branch in particular.

B. To provide materials and programs at this agency which contribute to individual growth and which will be utilized.

IV. Methods of Achieving Our Objectives

A. Survey in depth the community ostensibly served now by East Branch Library. Establish contact with existing groups in the immediate community to determine individual needs and interests.

B. Alter the collection at East Branch to reflect the expressed needs and interests of the residents, stocking in sufficient quantity materials acceptable in form as well as content. That is, paperbacks, magazines, records, how-to-do-it books and pamphlets and black culture-related materials.

C. Emphasize programming as well as the circulation of printed materials. Such programs might include a film series, individual tutoring, interest groups (sewing, automobiles, music, etc.), live music concerts, puppet shows, judo demonstrations, etc.

D. Alter the physical interior of the building to make it less formal, more inviting to the user, more comfortable, and less forbidding. This might include a carpeted lounge area, easy chairs, smaller tables, lower shelving, bright colors, reduction in size and relocation of the charge desk, and air-conditioning.

E. Retrain and educate the present staff in methods and attitudes which will put at ease the shy, low-motivated, would-be library patron, and solicit from the entire system-wide library staff suggestions and acceptance of our methods and objectives.

F. Consider the abolition of fines system-wide as a method of increasing the use of the public library collection generally and East Branch in particular.

G. Observe the following guidelines:

1) Use of library materials takes precedence over their preservation in a public library.

2) The willingness to experiment with new methods, materials, and programs is imperative to the success of this plan.

3) The acceptance of the possibility of short-term failures should not discourage the staff from attempting to achieve long-range objectives.

4) Results may not be measurable by traditional methods.

5) The inner-city resident who enters the library should be made to feel welcome as long as his objectives are in harmony with the purposes of this plan.

6) Avoid a condescending or patronizing attitude to our patrons.

V. Evaluation

We recommend the formation of an advisory committee composed of ordinary residents of the immediate neighborhood to serve in a feed-back capacity so we may learn from our mistakes and avoid repeating them.

Prepared by: Edward A. Howard, Director
Frances Klinger, Acting Branch Librarian, East Branch Library

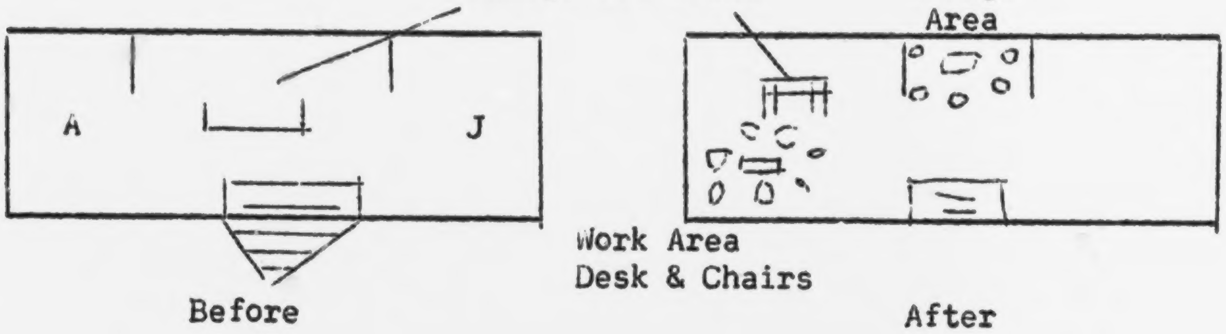
EVANSVILLE PUBLIC LIBRARY AND VANDERBURGH COUNTY PUBLIC LIBRARY REPORT TO INSTITUTE ON PLANNED PROJECT

The East Branch Library is near the downtown area. Approximately 76% of the Negro population in Evansville lives in the area served by this branch. This particular area has changed over the years -- the shift has been from a book oriented reading population to a population of non readers. An effort to change this has been made over the past few months with the hope of making this population library oriented. Materials have been put in the library to serve the present population. The problem has been and is to figure out ways to stop the declining drop in circulation. There has been a degree of success but the decline has continued during this period of time.

Talks have been given to groups, and games, rock and roll records, and paperbacks have been added to the branch library's collection. In a recent survey, it was learned that the Negro population in Evansville is younger than the white population in this area. One of the problems is how to get the cooperation of the people in the city, particularly governmental agencies. The economic background of the area shows that both parents of the children are working.

The East Branch Library is open from 10-8:30 and 10-6 on Fridays and Saturdays. The possibility of closing the branch library in the evening has been discussed because the area is unsafe at night. The Administrator was told that the "complexion" was too pale in the branch. A Negro was hired and this has helped in bringing more people into the library. Non-book needs of children have been provided for in the form of games and some youngsters go on to books. Checkers, dominoes, and puzzles are in the library's collection. However, there are no games with dice or marbles or games with breakable parts. The complaint has been made by some who say it's too noisy now in the branch library to study. There is no count made of the use of games. A woman volunteer assists in the library. Scouts earn merit badges by their volunteer work in the library and teach scrabble and chess.

Older children bring younger ones to the library where there are puppets, toys, and blocks for them. Adults on the library staff play games with the children at times. Games can be educational experiences. It has been illustrated that they present a noise problem eventually resulting in discipline problems if there is no control. It is necessary to watch in order to see that the staff does not become hardened to the needs of the clientele.



CHANGES MADE IN THE LIBRARY

A new glass and aluminum entrance has enhanced the appearance of the building and $8,600 was spent to air condition the building. Renovating the building and book collection amounted to $11,200.00. $1,100 was spent to change the inside of the building. An additional $1,500 above the regular book budget was spent to enlarge and improve the book collection.

It was noted that paperbacks attract young people but adults still like hardbacks. The phonograph records lending policy was changed and the library permits seventh and eighth graders to take out records if there are duplicates of them in the library's collection. There is a stereo phonograph in the branch and the intention is to attach jacks to the player. The player is used now, however, and the records are heard throughout the building.

The branch still has classical recordings for its patrons. These are borrowed from the Central Library.

Circulation at the branch has gone up 50% in the last year. There is a slight reverse change in the population with professional people moving in now in an effort to keep this as an integrated area. The librarian is attending monthly meetings of these people.

Weekly meetings with staff have helped to iron out problems and also to help the staff become more involved. The biggest problem encountered is staff attitude. However, it has been possible to alter attitudes toward the program in the entire library system. Attitude toward fines has been changed as the situation warrants. The maximum fine for children is 50¢.

There can't be a pilot project at East Branch because it's part of the total system. The East Branch Library became part of the whole community team but not part of the library system. The project should be a wide community area endeavor. The reactions from the neighborhood have been good and all are for it.

Circulation figures show that book circulation dropped, recording circulation is up, service questions show a slight increase, reference questions have had a slight decrease, and library activities have shown a large increase. The overall use of the library has increased considerably.

An active program of craft clubs and films is underway. East Branch is to have an additional room this summer which will be permanent to the system. It was necessary to sell the Library Board on this project. A report was made to the Board in March and the meeting was held at the East Branch. Good support came from the Board.

Book discussion groups are planned. A three day summer kick off will be held complete with Karate and a performing poodle show. There is a plan to abolish fines on the bookmobile this summer.

May 1970

HAMMOND PUBLIC LIBRARY
HAMMOND, INDIANA
INNER CITY PROGRAM
DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTES

PROBLEM

How can our organization make Brooks House a more effective, thus more meaningful library to the Black community of East Hammond.

Sub-problem: Services of the past have not met the needs of the black community.

The present collection does not appeal to the needs of the black community

Main staff people are not sensitive to the inner city problems:

Substitutes have no time for going into area
Personal "hang-ups-about area,"etc.
What a library branch is?

SOLUTIONS

1. Attack formal groups to discover what they are doing and how they may be useful to us and us to them. Possible method proposed:
    a. Create a neighborhood library advisory council.
    b. In scheduling this approach, we should have the availability of a staff assistant, so that the present librarian will have time to go to group meetings within the community as she is needed.
2. Increase the quantity of paperbacks, pamphlets and current news media relevant to needs: health and baby care, social diseases including alcoholism of teenagers and personal hygiene. Program a utilization of non-print materials:
    a. Talking books, extra film nights, tapes in sessions at the branch.
3. Invite various Negro speakers from outside the community for specific purposes: labor, management, politics, ministerial, educators, doctors, national organizational representatives. This program would result from feedback from the approach to groups noted above.
4. To establish greater rapport with the community and alter the present image of the "library," change the nomenclature to Brooks House Resource Service Library.

MEASURABLE ASPECTS OF PROGRAM

1. If the various age groups and social agencies are responding to program positively or negatively.
2. If there are noticeable changes in staffing.

3. If there are noticeable changes in present staff's sttitudes towards branch libraries and areas.

4. If the reconstructed collection is being used more than the previous collection.

Prepared by: Osmon Crain, Head, Branch Division
Donna Hildreth, Branch Librarian,
Brooks House

May 1970

HAMMOND PUBLIC LIBRARY REPORT TO INSTITUTE ON PLANNED PROJECT

The proposed program was explained to the library board during the course of two meetings. Beginning on May 1, the first step in the program was a series of visits to schools in the area. The branch librarian met with both students and faculty, discussing the importance of the public library.

It is felt that the new program has aided the community somewhat, but it has not succeeded in the anticipated manner. The failure of the program is valid for it further illuminates the area's needs and helps to point out more effective methods for meeting these needs. Some minuses which have been encountered through the program:

1. The branch must remain in the Brooks House Community building for the present. This location is not good, however, since the library must use the posted hours of the building.
2. A large book exhibit ("Red, White and Black") was set up to bring community people into the library. However, 80% of those who came to see the exhibit were from outside the areas served by the branch. People came out of curiosity.
3. Adults did not come; many teenagers did. Some of those who came even asked their high school teachers to visit the exhibit.

Some plus factors for the program:

1. The collection has improved with the inclusion of pertinent book and nonbook materials. Many new paperbacks and magazines have been added.
2. Some of the branch librarians came to see the book display at Brooks House branch and offered their help. Previously, it had always been difficult to get other library staff members to visit this branch.
3. The preschool program offered each year proved more successful under the new program. A questionnaire sent out before the start of this year's preschool program probably accounts for many preschoolers coming who had never attended before.

It was found that speakers did not have to be invited into the community because they were already there. The militant group in the area sent "field marshals" into the library, inquiring about materials there. Many of these inquiries were valid, and the librarian has solved much of the problem by holding open discussions with them.

There is traffic in the building, yet people are being turned away from the center by white people working there, not by the black establishment.

Problems in working with the board and staff have arisen. Staff in other branches and at Main have little understanding of the problems connected with the area served by Brooks House. They demand details which have little relevance for the area. The board also is, on the whole, unsympathetic.

Brooks House branch is still not being used to the extent it should be. The basic problem now is to get the library out of the community center.

May 1970

INDIANAPOLIS-MARION COUNTY PUBLIC LIBRARY
Indianapolis, Indiana
Inner City Program
Developed After First Phase of
Inner City Institute

PROJECT

Library to People

OBJECTIVE:

Increase awareness and use of the Public Library by the people of the inner city.

1. Area: Center Township

2. Preliminary: Survey of Area

   Population density
   Literary level
   Economic level
      Income level
      Welfare statistics
   Mobility factors
   Existing agencies
   Schools
   Etc.

3. Method: How?

   a. Fit and equip Bookmobile (a small one now in use and operation) with appropriate books (emphasis on paperbacks) and appropriate materials: projector, sound amplifier, slide equipment, films, records, mobile display equipment. Emphasize "Read, be read to and be shown approach." Have this unit go out to where people are and meet; cover area; recognize community needs, time, hours, seasons when persons can best be reached.

   b. Whenever possible use existing community agencies, facilities and contacts.

   c. Recognize continuous tie-in and referral of this unit to existing branch and central services.

   d. Recognize staff training of this unit as well as agencies to which books will be returned.

   e. Plan of operation would be to lend books from this flexible, mobile unit and have them returned to ten existing branches and Central already in area.

   f. Tie in with other programs such as Mayor's "Upswing" and "Get With It" programs.

4. Staff

Staff of this experimental unit to be oriented to clientele. Particular emphasis must be given to staff who will identify with,communicate with and be able to operate on "wave length" of persons in community.

Recognize training requirements, feedback and communication from staff members to other agencies. Staff must have knowledge of whole system.

5. General Guidelines

   a. Approach to be non-conventional.
   b. No bricks and mortar oriented, but mobile and flexible.
   c. Materials to be considered expendable.
   d. Staff not restricted by "professionalism".
   e. Staff and project administrators must be preconditioned against partial failure.
   f. Results cannot be evaluated statistically or numerically with exactness.
   g. Rule book and Policy and Procedure Manual to be thrown out window.

6. Evaluation Factors

   a. Utilize Community Service Council for assistance in objective appraisal.
   b. Contact school, community service, church and others for approval and reaction.
   c. Use of questionnaire.
   d. Use of interviews.
   e. Use of statistical data such as circulation, registration, etc.
   f. Numerical count of persons attending meetings, programs, film showings, etc.

7. Long Range Phase

   a. By means of this flexible, mobile approach future "store front" branch locations can be determined.
   b. This plan can be expanded to other and wider areas.
   c. Possible tie-in with "Model Cities" and other programs.
   d. Use as in-service-training experience for staff members in other agencies for better understanding of inner city problems.
   e. Experience transfer in use of new techniques.

Prepared by: Harold J. Sander, Director
Betsie B. Collins, Branch Librarian

INDIANAPOLIS PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT

Due to budgeting problems, plans did not really get underway. As a beginning, a month long Negro Heritage program was initiated at the Rauh Branch Library. This developed at the Branch Library mainly because of remodeling being done at the Central Library.

Promotional book marks, newspaper articles, radio and television programs were used for publicity. There were exhibits in rooms in other branches and at the Main Library. Drawings and paintings were on exhibit and film programs were given for children. Adults attended these film programs also. The programs were attended by groups from Jack and Jill, parochial schools, the Presbyterian Church, Scouts, and fourth and sixth graders. Good publicity was given and a number of groups were involved in the program planning. Programs were aimed at adults as well as children.

Books on display were mostly paperbacks, and career and job oriented books. The month long program was flexible and was planned to go wherever people were. It was evident that people came to see a particular thing -- films, paintings, etc.-- and it was learned that one-to-one work is most important in this field of endeavor. Extra cost in planning, programming, and publicity was experienced. The disappointment was that people came in for the special programs and left without further contact with library personnel or library materials. They did not return. It was determined from this experiment that a month for such a program is much too long. During the last week, interest dropped. It was observed that a different audience attended each program with no repeats from previous programs.

Flanner House is going to build a new Center in Indianapolis. This is to be a Community Center complex and the Indianapolis Public Library is to have a branch library in the Center.

Plans now are to close the Rauh and Riverside branches. The Branch in the Community Center will have a separate building and will be open different hours from the Center. The Indianapolis Public Library works with Flanner House in various areas in the city. Flanner House is financed through the United Fund.

It is hoped that with adequate funds, it will be possible to initiate and carry through an innovative program for reaching the disadvantaged in the inner city. The program will follow the outline submitted. An application for Title I funds under the Library Services and Construction Act was made to the Indiana State Library. The project was approved by the Titles I and II Advisory Council and the Indiana Library and Historical Board and the project will be started January 1, 1971.

May 1970

MICHIGAN CITY PUBLIC LIBRARY
Michigan City, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

GOAL

To improve the population's attitudes toward the library and increase the use of materials and services.

OBJECTIVE

Project library image as active agent for change in community and bring about corresponding changes within the library organization.

PERFORMANCES

A. External

1. Visit Neighborhood Center. Questions to be answered:
   a. Is one or more of their locations feasible for our needs?
   b. Would we be reaching only a limited segment of the population if we were in a N.C.? Blacks only? YA only? Children only?
   c. The N.C.'s staff's strengths and weaknesses that would help or hinder our program.
   d. Space available to be used jointly and/or separately.
   e. Materials already available in Centers; which if any are used extensively?; by themselves or in programs.
   f. Participations
      (1) Volume of participation in tutoring programs, adult reading, study hours, senior citizens, story hours and other programs as well as unstructured use of facility. (Reality compared to on-paper).
      (2) Ethnic, class, educational make-up of participants in each program in each Center.
      (3) Methods used to publicize and attract. Relative effectiveness of each.

2. Depending on 1, explore other agencies.
   a. Seek cooperation from Community Service Council, Head Start, C. of C., certain churches, and others.

3. Depending on 1 and 2, explore possibility of getting into our own store front or mobile unit.

B. Internal

1. Staff's attitude and participation
   (1) Staff meetings to loosen up (Movie?)

            (2) Patron panel and dialog
                housewife
                student
                business man
                professional - doctor, minister, etc.
                teacher (?)
                2 or 3 Board members observing?

b. New looser procedures formulated (Staff participation in above)
    (1) Fine guidelines, etc.
    (2) More warmth and helpfulness
    (3) Others developed

2. Encourage Library Board participation through enacting appropriate policies.

C. Concomitant mobilization of news media

EVALUATION

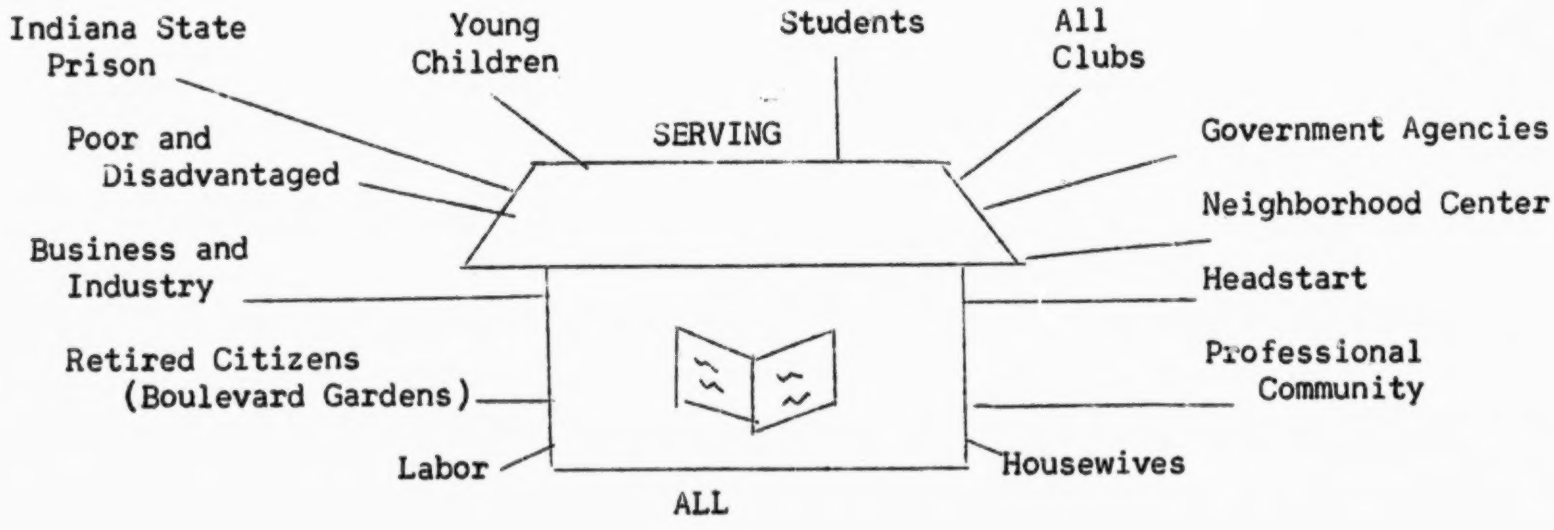
1. We will evaluate progressively the quality and quantity of each contact made during and after Steps 1 and 2.

2. Brief pertinent questionnaire to check internal steps above. Questionnaire to be simple and machine readable so that it can be computerized by School Data Processing Center. (Will be administered to patrons.)

Prepared by: Charles J. Adams, Director
Susan Grover, Young Adult Librarian

MICHIGAN CITY PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT



Your city library last September began to explore possible ways to reach people not currently served. In October a special workshop for librarians from Indiana's larger cities helped us get ideas and plan a tentative program. Contacts with other agencies and groups preceded our initial outreach activities, all of which have emphasized the need for the library to reach out beyond four walls into the community.

Thus far Out Reach Activities include the following:

A. Four hundred books for children, adults, and tutors to help supplement and strengthen various programs aimed to enrich and upgrade the disadvantaged and increase their abilities to participate successfully have been loaned indefinitely to the Neighborhood Centers.

B. Business and investment materials have been added to the library's collections, and efforts are being made to promote use of these materials in limited space available.

C. Boulevard Gardens residents (mainly senior citizens) will receive a rotating collection including large print books during National Library Week. Other services, such as film showings and special delivery, are being investigated.

D. Indiana State Prison inmates are now receiving special interlibrary loan services, and we are donating a small collection of paperback Reference Books to the prison library.

E. During National Library Week our staff will tell stories at each Headstart class and donate a few paperback children's books. Ways to serve better the staff and clients of this and other agencies are being explored.

F. The library director and staff are participating more actively in community organizations such as Community Service Council, Public Affairs Council, and Youth Coordinating Council.

G. Film showings twice a month at Barker Center will be sponsored by the library beginning in May, on the first and third Wednesday nights.

It should be emphasized that the activities described above are only the beginnings of a larger program which will build up over the next few years. We hope that ultimately many people, perhaps thousands, will be reached who otherwise might remain unaware of the importance of reading and library services in their lives.

Better ways to measure the effectiveness of public library services will need to be explored so that the success of outreach activities can be evaluated. Reading a book is traditionally an individual activity, but librarians feel that if more people read more books the entire community is better and richer. There is no way yet to prove that assumption, but we are seeking evidence.

Charles J. Adams, Director

* * * * * *

Comments made at Institute, second session:

1. The library has been contacting the Neighborhood Centers.

2. Interlibrary loan service with the Indiana State Prison is being initiated.

3. There is no flexibility in the present library budget to hire extra people. Therefore, those on the staff are being diverted to the new program.

4. A collection of books has been made available to the Boulevard Gardens residents.

5. The librarian was not able to join the Chamber of Commerce; however, he does have good contacts in the community.

6. The library board is interested in serving a new hospital in the area and are contributing inexpensive materials and minimum personnel.

7. The library held an open house at the beginning of National Library Week which drew about 100 people, including congressional representatives as guests.

May 1970

MONROE COUNTY PUBLIC LIBRARY
Bloomington, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

OBJECTIVE: To provide the best possible library service and service outlet(s) for persons living on the near west side by determining their library needs.

ACTIVITIES: Determine kinds of services these people presently use.
Interviews, circulation statistics of bookmobile in adjacent area, registrants from that area.

Try to determine why more services are not used.
Propose possible cause, interview.

ACTION PLAN:

1. Map out this area.
2. Study area in relation to: age, education, sex, income, community interests, common interest centers, etc.
3. Locate real leaders.
4. Confer with other groups working in that area, e.g. CAP, Urban Renewal.
5. See what city has planned for that geographic area.
6. Locate best outlet for service.

Some of the information above may be found by searching current library registration files, names of businesses and outlets, churches and their leaders, personal interviews, maps of area in census material, city directory.

GOAL: For the library to participate more fully in this sub-community.

CHECK ON GOAL: Compare registration file with previous persons listed as registrants from this area.

Check services these people now use and their frequence and compare with the survey made before the interviews.

Prepared by: Charles W. Hunsberger, Director
Elaine B. Phelps, Administrative Assistant

MONROE COUNTY PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT

The goal was to get involved in the community and find out what was going on and what additional library services were needed. Many surveys have been done in Bloomington, but no action has been taken. Surveys seem to be good excuses for not doing anything.

Three maps showing the various development areas in Bloomington were reviewed. Traffic patterns in the city indicate that the land near the railroad would be a good park area with a community center. The railroad divides the liberal and conservative elements. There is little community interest in either group. It is hoped the community center will draw the two communities together.

The Monroe County Public Library is considering putting a library branch in the community center. The library will work with the key people in the area.

The library dropped fine collection for six months. Fifty dollars worth of material was lost in a day. A 10¢ a day fine was reinstated. However, there are no fines for children or on the bookmobile.

The latest development plan for the city has already failed. No funds are now available. The Library is ready now to work with the city planning council, park and recreation, schools and other city agencies in planning for expanded library service. The library now has two bookmobile stops in the public housing area; however, there is little circulation. The Monroe County Public Library's only branch is in Ellettsville.

Bloomington will continue planning for its original program, but it will take a year or a year and half before it can get fully underway.

May 1970

SOUTH BEND PUBLIC LIBRARY
South Bend, Indiana

INNER CITY PROGRAM
DEVELOPED AFTER FIRST PHASE OF
INNER CITY INSTITUTE

PROBLEM

To make public library service relevant to ADULTS in the North West Quadrant of South Bend.

1. Adults in the target area are not using the library on a continuing basis.

2. Present library and community programs in this depressed area generally are directed toward children and young adults. Examples: Head Start, Library Story Hours, Bookmobile stops at Neighborhood Centers, LaSalle Park Recreation Center, etc.

3. Adults are unaware of the changes in library servicea and policies.

4. Adults generally do not realize the assistance libraries can provide in the improvement of the quality of their lives or in helping their programs.

5. Since this includes the "Model Cities" area, this program will give the library a headstart in evaluating suggestions from their educational committee.

OPENING COMMUNICATION BY:

1. Exposing relevance of library materials to small groups and clubs, churches and business.

2. Breaking the barrier between the disadvantaged and an "establishment" institution by contact outside the library.

3. Motivating library usage by insuring success in the initial encounter.

4. Attempting to overcome a seeming geographic barrier (U.S. 20) to an existing branch library by using "teasers," for example,movable high-interest collections.

5. Attempting to use existing Black Clubs as "information funnels."

WHAT WE ALREADY KNOW

1. Adults in this area experience constant failure with jobs and interpersonalrelationships as well as with establishment institutions.

2. These adults are often unable to express their real needs, that is, they are not able to see the actual basis of their problems.

3. They have a low self-image, and are frequently shy and timid.

4. They are frequently unaware that materials which are relevant are available at a variety of reading levels.

5. According to Urban League and United Community Services surveys most adult residents have a reading ability which is at least adequate to use controlled vocabulary material.

6. From preliminary contacts we are able to see some of the prime interests of these people.
    a. Children's future (Strong PTA's)
    b. Do-it-yourself materials in certain areas of interest
    c. Cooking, sewing, home decorating
    d. Skill improvement, e.g. arithmetic, basic machine tool usage
    e. Saleable home skills

CONTACTS

Some of these contacts have already been made. These contacts will be continued for the purpose of information and as built-in resources for evaluation. These include:

A few businessmen in the area
Human relations people
Black club organizer
Neighborhood Center heads
Several pastors of area churches
Teachers resident in the area
Social workers in the area
Urban League staff who work in the area
Policemen who work in the area
Head Start teachers

Further contacts will include:
Meals-on-Wheels Program
Indiana Vocational School Staff (Ivy Tech)
PTA groups
Small clubs in the area
Scout leaders - indigenous to the area
El Centro (Spanish speaking Center)
MTDA and other job programs
Teacher organizations
Mothers groups, i.e. of Head Start Groups
Small Clubs - Urban League has many listed
LaSalle Recreation Center Staff
Public Agencies such as DPW, Mental Health Agency, etc.
All the area churches
United Community Services staff

EVALUATION

1. Statistical registration and circulation at a branch library on the edge of the target area.
    (a) Circulation statistics to be kept by census tract

2. Feedback
    - Interviews
    - Testimony
    - Sampling
    - Observations

3. Attendance

ADDENDA

1. Staff: One full-time library personnel member. To be added as needed
    - Indigenous personnel - volunteers
    - Job Corps worker
    - Volunteers from 3 area colleges and universities --Notre Dame, Indiana University, Bethel College (contacts have been made)

2. General training of library staff to sensitive handling of new patrons.

3. An attempt will be made to devise a control situation in the South East area of South Bend.

An effort will be made to reach adults through library programs such as a children's program for the 3-7 year old disadvantaged child and a program being suggested for consideration if the Young Adult Department combined with film service.

1. Materials such as those of the Books/Jobs program and various Detroit Basic Education programs will be evaluated and added to existing collections.

2. Paperbacks for high interest collections which can be moved from place to place.

3. Collection of the South Bend Public Library system.

Methods and techniques will be devised after the groundwork has been completed. These are to be designed with the following statements as guides.

1. Plan after listening.

2. Try to ascertain how the person or group sees himself.

3. Do not impose values.

4. Provide choices.

5. Try to satisfy the immediate needs immediately.

Prepared by: Roger B. Francis, Director
Florence Bartuska, Acting-Head
LaSalle Branch Library

SOUTH BEND PUBLIC LIBRARY REPORT

TO INSTITUTE ON PLANNED PROJECT

INITIAL REPORT ON REACHING OUT. MONTH OF FEBRUARY.

Centers visited:

Hansel, LaSalle-Fillmore, LaSalle Recreation, and Northeast Center.

Groups contacted:

St. Stephens Senior Citizens, Concerned Women, YWCA, Urban League, Job Center, LaSalle PTA, Human Relations Dept., Washington Street Business Men's Association, Kappa Alpha Psi (College Bound Tutoring Program), Black Liberation League, Model Neighborhood program, Headstart Mothers Group, several trips to Afro-American Bookstore, REAL services, Mr. Fox at Mental Health Office, Western Avenue High Rise.

Results of first month:

Programs.

1. Film program for Hansell Campfire Group and dance class.
2. Counseling for college bound youth at mother's request, advising about books and services.
3. Book display for Mother's Club at Hansel Center.
4. Mother's Club LaSalle Recreation Center.
5. Mother's Club Northwest Plaza.
6. Senior Citizens group at Highrise.

   Two subsequent programs planned and tentative planning on ways and means of book pick-up and return for the homebound.
7. St. Stephens Senior Club
   Films and ethnic books.

Services in progress.

1. Ralph Mullins.
   a. Mrs. Wagner working on booklist for teen-age church groups on race problems.
   b. Initial material for speech.
2. Mr. Nicks at LaSalle-Fillmore center.
   a. Material being gathered for suggested reading for elementary school level reading club he is interested in forming.
3. Mrs. Guy Curtis asked if I would be interested in sitting in on her session with the student initially involved in the LaSalle difficulties, in order that we might suggest material for him to read, etc.

4. Gathering material for Mrs. Cockrell of the Black Liberation League about Africa, Afro-American art and culture as background material for their proposed center.
   Will provide addresses of some authors they wish to contact. (Didn't realize the library had this information).

Have also secured for people working with dropouts committee of Concerned Women, information on OUTPOST program of the Chicago YMCA and the Central Community College and High School in Chicago, and the source of information concerning a home for troubled children being talked about in Elkhart.

Mr. Herbie Lee will be in on Friday to talk about using library resources for his G.E.D. class.

Add to scheduled programs Mr. Willis's Scout Troop who will learn to use the library and have a film on safety by gathering material for work on merit badges.

All programs to be considered initial encounters, and follow-ups will be made.

Next: Further contact with Mr. Bond at LaSalle recreation center, follow-up Charles Martin and the college tutoring group, and visit to the Rehabilitation Center. More work with Job Center.

Evaluation at this point.

Dramatic increase in new faces in the library, especially Black people.

Frequent responses to new encounters - "I heard of you before."

REPORT ON COMMUNITY CONTACTS. MONTH OF MARCH.

Group contacts.

Mother's Club at LaSalle Recreation Center. Nine mothers, and one coordinator from Headstart Headquarters. Most mothers also secured cards for their elementary school children as well as for themselves. Most of the books they kept have been returned although I offered to come to the next meeting and pick them up.

Five mothers attended the meeting at NW Plaza. The main interest at both groups was in material on domestic arts and crafts. None of these women seemed to be interested in reading for recreation -- just for information.

A film and information program for Boy Scout troop from Hansel Center was attended by 10 boys and their leader, Mr. Willis. They were completely absorbed in the film about artificial respiration and allowed them to practice the method shown immediately while all the facts were clear to them. Also had a film on canoeing and fishing as they were hoping to go on a camping trip if winter ever ends.

On March 5, spent the morning with Al Williams at the UCS office. He asked that as much as possible, library programs be made a part of existing programs, which dovetails exactly with my ideas.

Both the Headstart groups from our vicinity have been here for their initial visit. They are from Epworth Church and from the NW Plaza. Will have a film program for them this week. This is the start of their inoculation period, so do not know which day they can come. We are later this year in starting these groups because their instructors felt they were not ready sooner.

March 13 I visited the Western Avenue Hi-Rise Apartment. There were 30 people at the meeting of their club. Got as many registrations as I could, and many of them kept a book or two which I will pick up on the 10th of April. Have arranged with Mrs. Higgins a stop of the bookmobile in the morning. Mrs. Kingsafer, the President of the club, said they are glued to the TV in the afternoon. There were several who cannot read who had had the talking books, but said they sent them back because they never got what they ordered and what was sent they did not like. The requests that were unanswered seemed to be mostly for Reader's Digest.

Mr. Charles Martin called on the 20th about bringing his group that his fraternity is tutoring. He has not called back, and I understand from my son that he has been ill. He is a teacher at Clay.

Mr. Lee, who runs the GED program at Hansell Center, made several appointments to come to the library but never came. He did send his secretary. Expect to have this group here next week.

Had an appointment with Mr. Sam Winston on the 25th. He put me in contact with Miss LaVerne Armstrong of their Consumer Education program, and Mrs. Winters, who has not been around for the last several months because of illness in her family. She is the director of their older peoples' program. If the weather ever gets nicer they hope to make a visit here.

Mrs. Tita Smith of the Neighborhood Development team is to call me for an appointment. Have talked to her.

Mr. Winston said they will be adding to their staff in the next few weeks, and he will bring any of the staff who did not have the orientation program. He was my contact for the very first program.

REPORT OF COMMUNITY CONTACTS. MONTH OF APRIL.

Made three calls to the LaSalle Recreation Center during vacation and think we have created a good beginning for a Bookmobile stop there. As the new apartments in this area are completed, there should be a good reservoir of patrons. Mr. Bond has become convinced that his patrons are interested, and told me he was pleased that I was making such an effort. Miss Rosie Miller accompanied me twice and is a natural with children. She was a great help to me, and think she gained a knowledge of the reaction of books and children in a non academic situation.

Also stopped at St. Stephens Child Care Center and talked to some of the staff members. They will present my invitation to come for an orientation session at their next general staff meeting. Was able to give them some immediate direction for useful material and took some things to them when I went to the Senior Citizens group at St. Stephens the following day. Twenty-five women were present there. We registered about 12, had a film, told about available materials. The Hungarian group were delighted to find we had books in their language. Most of these women will use the Main Library. I will return in a month to pick up any books they may wish to return.

At LaSalle Recreation Center Mr. Bond and I discussed how to reach the teen-agers who come there. I suggested that we make a special night visit of the Bookmobile, and he suggested we come on a Thursday night when between 3-400 teens come for roller skating. The tentative plan is to set up a registration desk inside, and then have the Bookmobile outside. He has already agreed to keep a box at the center for books which the children cannot return to a regular source. I will go back there on the 10th.

One of the two out-of-school young men who wish to go to college and wish information about same has his application in at Notre Dame. He had not considered attending there. I put him in touch with Mr. George Sembrooks whose name I saw in the South Bend Tribune as being in charge of recruiting Black students. Hope he is accepted. He has become a regular patron, and am assisting him in getting acquainted with Black history. The other is still undecided and is using our material to select places to apply.

Thus far have not heard from the Concerned Women group, but had an appointment with Mr. Curtis and the LaSalle student, which he did not keep.

The Ladies Club of Trinity Grace Church will come over on April 15 to get acquainted with the library. They are all area residents. This contact was made through Mr. Fox by way of Miss Marsh at the YWCA.

Have not been able, as yet, to make much contact with the area churches, partly because they were involved in Easter preparations. Will try again in the following weeks.

April 1. St. Stephens Senior Citizens Center, an ACTION sponsored agency was visited with a box of books and a film on Poland. This group was represented as being largely Polish in origin, but it seems that this particular day mostly Hungarian speaking and reading people came. Yesterday three of the ladies paid us a visit to use their new library cards. They were especially delighted to find that Main had foreign language films.

Mr. Meyers has been asked to try to find a film on modern Hungary if such is available.

April 3. Miss Bond from the Model Cities program came to see our facilities and to schedule a meeting of the GED class from the Hansell Center program.

April 10. The Hi-Rise apartment was again visited with a book collection, and books were returned from the previous visit. Mrs. Higgins has scheduled a Bookmobile stop there in the morning so as not to interfere with the afternoon soap-operas! Will go to their next meeting to drum up more business.

April 14. Hansell Center. Two Boy Scout troops, one at 6:30 and one at 7:30, had film showings about artificial resuscitation and about Harriet Tubman and the Underground Railroad. The boys were very enthusiastic. Most of them have now returned their signed cards to apply for library cards.

April 15. Had lunch at the Wonder Inn with Sally Diggins from the Urban League On-the-job-training program. This is a Soul Food restaurant which has delicious fried cornbread, very delicious, and very indigestible! However, an excellent place to meet people.

April 16. Lydick Headstart Mothers Club. Again book collection information about the Bookmobile stop out there. Resulting from this a visit to the library by the children and teachers, and teacher volunteers, and an invitation to show a film for the group plus two groups of migrant children--about 50 in all.

April 3-10-17-21. Trips made to LaSalle Recreation Center with books. This should make an excellent bookmobile stop beginning this summer.

April 27. Hansell Center Mother's Club, and in the evening Urgan League Guild Meeting.

April 28. Hansell Center GED class here.

April 29. Visited IVY Tech and talked to Mr. Wysong and Mr. Vrydaghs, the head of the English Department, about methods to use the library for enrichment.

April 30. Lydick Headstart here.

Somehow, no matter how one tries to restrict what is done to the adult population, one gets involved with children and young people.

A visit was made to St. Stephens Day care center with a bag of relevant material.

Our Afro-American section is almost ready for use. Only the fiction remains to be done. Already the response is enthusiastic although no signs are in place. As soon as this is finished and the remainder of the books from the paperback collection has arrived, will send publicity to Model Neighborhoods for distribution to the area, and will ask the Reformer for publicity.

This should be the gimmick I need.

Am awaiting delivery of the book racks from the paperback display so we can get them ready for placement. Have two laundromats in view.

Mrs. Williams went with me on one of the trips to LaSalle Recreation Center. She was astonished at the poor reading ability of the children there. Our theme is practice using tools (words).

Mrs. Williams and I will go to the 200 block of North Illinois tomorrow, and attempt to get parental signatures for the many children in this block whose children have been taking books home for the center. Hopefully we will have a ready clientele for the bookmobile when they begin their stops.

Florence Bartuska

* * * * *

Comments made at Institute, second session:

The Library branch is in the inner city disadvantaged Negro district. Branch librarian is making contacts with area groups telling them what the library has to offer. She works out in the community. The purpose is to make the library relevant and visible.

Book budget for the branch is $5,700. There is a book fund of $400 for duplicate copies of paperbacks.

The area the branch is in is overrun with agencies - poverty programs, action programs, housing programs, legal aid, churches, etc.

Branch librarian takes out carts of books plus projector sometimes to the various agencies, and shows how to use library materials. She is making inroads on being accepted.

An Afro-American section has been established in the branch. Teenage nonfiction is intershelved with the adult.

Children patronage has gone down. A bookmobile stop is made in the branch area. Adult fiction and nonfiction circulation has gone up 100%. Juvenile registration has held even. Adult registration is up.

Two new bookmobile stops are beginning: for older retired people in one area; one at a recreation center. The librarian goes out to drum up business for the bookmobile stop.

Monthly reports from the branch librarian are circulated to the rest of the system's staff so that they will know what she is doing.

May 1970

VIGO COUNTY PUBLIC LIBRARY
Terre Haute, Indiana
INNER CITY PROGRAM
DEVELOPED AFTER FIRST PHASE OF
INNER CITY INSTITUTE

Project Title

THE BLOCKBUSTER: A COMMUNAL TECHNIQUE FOR PROJECTING THE BRANCH LIBRARY INTO ITS COMMUNITY.

The Branch Library

West Terre Haute Library, 626 National Avenue, West Terre Haute, Indiana. Fletcher W. "Bill" Gates, Librarian; Mrs. Edris Landers, Clerk; part-time page help and janitorial service.

The Library is housed in a former tavern, a two-story frame and concrete block building that was purchased by the Vigo County Public Library and converted to library use in 1961. The building size is 2,400 square feet, with the second floor used only as a meeting room.

The building is centrally heated and room air-conditioned. (The second floor was air-conditioned by the West Vigo Jaycees this past summer at a cost of nearly $2,000.) The meeting room is equipped with long folding tables, 65 metal folding chairs, built-in motion picture screen, 16mm sound motion picture projector, and a folding puppet stage. On the main floor are a record player, radio, photocopier and Coke machine. Smoking is permitted, and no fines are charged on overdue materials.

The Library's materials consist of 11,500 books of which 1,500 are paperbacks, 50 magazine titles, 4 newspaper titles, 180 phonorecords, 14 8mm films, and 6 drawers of information files.

Local groups may use the Library meeting room even if the Library is closed. The group pre-registers as a member of the Library's "Key Klub," and the key is available at the West Terre Haute police station.

The Community

West Terre Haute, a town of 3,006 residents (1960 census), was founded in 1836. It is situated on U.S. 40 about two miles west of Terre Haute and separated from that city by the Wabash River.

In 1890 the population of West Terre Haute was 250. By 1910 it had increased to 3,083, and reached its high of 4,310 in 1920. In its heyday the town had thriving coal mines and clay products plants.

The town is in constant danger from the Wabash River at flood times, and federal assistance is being sought for construction of a new levee. The last major disaster occurred in 1958.

There are 1,050 postal delivery addresses in the town. Elementary school enrollment is about 650 at its three schools.

Population characteristics for West Terre Haute reveal that 11% (331) are under 5 years of age, 28% (831) are between the ages of 5 and 19, and 12% (353) are 65 and over. The remainder of the population, nearly 50% (1,491) includes the primary target group, those "disadvantaged" adults who are non-users of the Library.

Community Use of the Library

The output statistics for the West Terre Haute Library for the period January through November 1969 (eleven months) are summarized as follows:

Over 20,000 persons came into the Library during this period, with the meeting room being used 250 times by a total of 4,166 persons. Slightly more than 35,000 items were loaned (hardback and paperback books, phonorecords, magazines and newspapers, non-book printed materials and 8mm films). Information was provided for 1,748 persons in the Library and for 542 by telephone.

Publicity on the West Terre Haute Library included 53 items in the newspapers with 401 column inches and 12 photographs, and 9 radio and television broadcasts. Registration was made of 300 new borrowers, and overdue notices were sent to 660 old borrowers.

Outreach to the physically or environmentally handicapped consisted of 19 visits to the Vigo County Jail and the exchanging of 898 books. (About 100 books, mostly paperbacks, are scattered throughout the cell blocks and traded among the inmates during the two-week period between visits.)

The Library was the scene of 22 film showings, 28 story hours, and 2 puppet shows which were attended by 1,644 youngsters. Tours were conducted for 12 groups totaling 241 persons.

Library Programs, 1969

Puppet Making: Taught by students from St. Mary-of-the-Woods College. Twenty-five fifth-graders were enrolled in the class learning how to make hand puppets and props, and how to write a script.

Painting on Glass: Instruction given to adults over a period of several weeks by a local artist.

Movie Showings: Up to 125 kids jammed into the upstairs meeting room, even when it was like an oven in mid-summer. The large attendance encouraged the Jaycees to donate the air-conditioning unit.

Story Hours, Readers Theatre, and Folk Singing: Sponsored by the Departments of Speech and Dramatics, Indiana State University.

Adult Basic Education Classes: Taught by teachers from the Vigo County School Corporation.

Tentative Library Programs, 1970

In addition to the foregoing, the following are being considered for 1970:

Dancing Classes: Sponsored by the Department of Fine Arts, Indiana State University.

Head Start: Library involvement in some form or other.

Baton Twirling: Taught by students from the Music Department, Indiana State University.

Classes in Foreign Language and Culture: Conducted by Foreign students from St. Mary-of-the-Woods College.

Creative Dramatics: Taught by students from the Speech Department, Indiana State University.

Project Objective

The overall objective is to achieve maximum possible use of the existing facilities, materials and services of the West Terre Haute Library (on the assumption that the users will be healthier, wealthier and/or happier, and that the West Terre Haute community will become a better place to live, work, shop, and perchance raise a family).

The sub-objectives are:

To acquaint every adult resident in the town with the kinds of materials and services available at or from his Library.

To inform every adult resident of the various ways he may obtain information, i.e., "how to use the Library."

To create a climate of trust and acceptance of the Library as a "community center" or a "community information center."

To establish human channels of communication for feedback from community residents, specifically 1) attitudes and opinions toward the Library, and 2) expectations regarding the Library -- its materials, services and programs.

To identify the physically or environmentally handicapped as a preparatory step to developing a home-delivery service.

The Method

The key element in the Blockbuster is the recruitment of a resident in each town block who will serve as a "Volunteer Library Assistant." He -- though more likely, she -- will be the spokesman for the Library to all of the residents of his block, functioning as a liaison between the Library and the people.

The Volunteer Library Assistant will visit each home or business in his block, leave a simple, easy-to-read flyer about the Library and, hopefully, tell the Library story enthusiastically and persuasively. The feasibility of the VLA's carrying Library materials and placing a couple of books, magazines and phonorecords on temporary loan in each home also will be explored.

The VLS's will be encouraged and expected to take a training course consisting of a short series of "briefing sessions." A gung-ho, accredited VLA should accomplish all of the sub-objectives listed above: acquaint, inform, create, establish, and identify. A team of energetic, articulate VLA's could literally project the West Terre Haute Library into its community.

Prepared by: Harmon A. Boyd, Head
Extension Services

Fletcher W. Gates, Librarian
West Terre Haute Library

VIGO COUNTY PUBLIC LIBRARY REPORT
TO INSTITUTE ON PLANNED PROJECT

In West Terre Haute, the Branch Library is also something of a Community Center. Volunteer library assistants are actually used in the library's operation now. Volunteers were selected by citizens and library staff. The criteria for volunteers included the following.

1) Had to be users of the library.
2) Vocal ability was necessary.
3) Long time residents were needed.
4) Time available to serve as Volunteer Assistants was essential.
5) Senior citizens were found to meet the requirements cited.
6) The program started with eight volunteers and ended with six.

A kit for the Volunteers was made up. This contained a card requesting certain information. The kit was color coded and contained an application card. It was possible by this means of identification to know which group was represented. Five hundred kits were used as a beginning.

It was stated that an evaluation of the project can't be made yet because not enough time for analysis has elapsed since the project was started. At the beginning of the project, the West Terre Haute area was covered. Information requested on the cards included name, address, date of call, and comments.

Some of the comments indicated interest in films, some people were interested in books. One comment received was: -- "not interested in library." A few refused literature. One wanted to know the salary of the librarian. Another stated. "No time for reading." An interest in voting was shown because the library is closed at election time for voting. One remark stressed a need for free school books. One comment made was: "Can't read and iron at same time, but can watch T.V. and iron."

The people were very well prepared for the project and made use of community resources and organizations. West Terre Haute is a floating community. The suburban area is relatively stable.

Volunteers worked in their own areas. Kits were handed out by the volunteer assistants who had been told to explain the campaign and how to answer questions. As to the decision as to what material should be put in the kit, it was decided to include things thought to be of interest to people, something for everyone, Volunteer assistants were given identification badges with the name of the library and other pertinent information. Most of the people in the areas contacted are illiterate. No minority groups are represented in the areas. The cost for the program was approximately $30.00.

An evaluation of the program is expected shortly.

The need is felt to study this program before going on. There may have been harm done if it has not been largely successful. However a few contacts have been made which justify the efforts involved in the program. There was no problem involved in recruiting volunteers. Although the initial program could have had more volunteer assistants, it was felt advisable to keep the number of volunteers small.

May 1970

WELLS MEMORIAL LIBRARY
Lafayette, Indiana

INNER CITY PROGRAM DEVELOPED AFTER FIRST PHASE OF INNER CITY INSTITUTE

PROBLEM CHOSEN:

To get the people in the county who are outside of the library district to be taxed for library service.

RESTATEMENT AND BROADENING:

1. To serve the unserved areas in the community.
2. To make a Tippecanoe County Contractual Library.

BEST STATEMENT OF BROAD PROBLEM:

To make a Tippecanoe County Contractual Library.

SUB-PROBLEMS:

1. Persuade unserved areas of value of library service.
2. Convince the County Commissioners.
3. What to do with West Lafayette?
4. Improve staff cooperation.
5. Estimate costs to the unserved areas. (taxrate)
6. Make people in library district more aware of what the public library has to offer.

SUB-PROBLEM CHOSEN:

To create a Tippecanoe County Contractual Library

WHAT WE ALREADY KNOW (FACTS ON HAND):

1. Present bookmobile service is presently well received.
2. Newness did not wear off. Registration is climbing.

INFORMATION NEEDED — SOURCES OF THIS INFORMATION

1. Tax rate-based on assessed valuation-Court House
2. Legal aspects on County Cont. Lib.-State Library
3. List of key organizations-Directory of club women
4. List of key people-People who receive the bookmobile schedules
5. See if Men's Clubs are in small towns

IDEAS AS TENTATIVE LEADS TO SOLUTION:

1. Contact key organizations in County-Speak at meetings.
2. Contact people through P.T.A. in county.
3. To use politically experienced board member to approach Commissioners informally.
4. Have tax information ready-leave information with people on a flyer.

5. Attend meeting of Commissioners with a supportive audience.
6. Use board member (Sullivan) to help sell idea to owners of large tracts of land.
7. Get staff to present a united front.
8. Advertise bookmobile by putting stops on directory.
9. Mr. Hostetter (Editor. Weekly newspaper) might do a feature article on the bookmobile.

Prepared by: Thelma M. Wootton, Head Librarian
Ruth Flaningam, Head, Circulation Dept.

WELLS MEMORIAL LIBRARY REPORT
TO INSTITUTE ON PLANNED PROJECT

Lafayette's Wells Memorial Library is a city library serving a population of nearly 50,000. The city library has no branches but places small collections in community centers. A group of mothers has organized and has halped the library for some time with various programs. This group has been very enthusiastic about the new program (bookmobile demonstration project) which has initiated library service to the area of the county not presently taxed for library service.

A program of service to the unserved portions of Tippecanoe County was started in April, 1968, with a bookmobile and materials furnished by a federal LSCA, Title I grant. This project has been carried on in conjunction with Montgomery County which also wishes to provide library service to all areas of that county. This program has been maintained under the federal grant for nearly three years. This spring the project must go before the county commissioners for approval so that the bookmobile and county-wide library service can become locally supported.

Since this is a year of high taxes, the problem will be to convince the county commissioners that the bookmobile service is needed and is supported by the people of the unserved areas of the county. To accomplish this task, it will be necessary to contact key organizations and persons who will influence the commissioners to make a favorable decision concerning the bookmobile project. A number of methods for contacting such groups and individuals can be used, such as newspaper articles, speaking engagements, attendance and participation in related group meetings, such as P.T.A. organizations, personal contacts with commissioners, and influencing library staff to acceptance and whole-hearted support of the project.

The bookmobile service has been well received by the citizens of the county. It continues to be a popular service; registration has climbed steadily. With support from interested citizens, a good public relations program should bring an affirmative vote from the commissioners and establishment of a county contractual library district providing library service to all residents of Tippecanoe County.

EVALUATION

May 17-20, 1970, Brown County, Indiana

1. Handouts given during the first part of the institute were useful and provided the first stage of development toward inner city programs.

2. The inclusion of para-professional as participants in the institute with professionals was of value.

3. Weekend scheduling of meetings was good planning.

4. The program agenda as originally submitted was changed as situations demanded. This flexibility was partially responsible for the success of the institute.

5. The institute precipitated the start of inner city projects.. The second phase of the institute showed progress, or lack of it, that had been made toward accomplishing goals of inner city program planning.

6. The institute helped participants by encouraging them to put down on paper ideas for inner city projects. Thinking through projects aided in emphasizing necessary steps to be taken before actual programs could be initiated.

7. Statements from each library on its respective project were beneficial to all.

8. The Johari window, a part of the first phase of the institute, was praised.

9. The institute brought forth changes of attitude and perspective -- group therapy in application.

10. One problem in carrying through inner city programs emphasized in the institute was the necessity for breaking down staff hostility toward special programs.

11. Through the institute, each person became more aware of his own shortcomings. An awareness of inner city problems resulted from the discussions.

12. The resource people, Eva Williams and Hardy Franklin, in the first phase of the institute were very helpful.

13. A broader concept of problems to be faced was gained because of discussion during the two sections of the institute. Participants became resource persons for each other.

14. Peter Hiatt's talk ("Profiles of Middle and Lower Class") on the bus trip to Indianapolis during the first part of the institute was one of the highlights of the institute and understanding of the problems to be solved was gained because of his talk.

15. More plus factors in ghetto areas should have been emphasized.

16. It was recognized that not all libraries at the institute were dealing with the disadvantaged.

17. The library administrator's presence was most important at the institute.

18. The institute proved that a continuing process is needed in working with the disadvantaged. A need for more group process workshops was recognized.

19. An adverse reaction was felt toward Larry Allen and Barbara Conroy who helped conduct the first phase of the institute. It was the consensus that Dr. Hiatt with his help, sympathy and involvement put across the ideas of the institute.

20. The lodge at Brown County as a meeting place was good because of its isolation. However,the poor food served caused minor stomach difficulties.

21. There was not enough time between the first and second phases of the institute -- a year between the two would have been advantageous.

22. The length (6 days) of the first phase of the institute was felt to be too long.

23. The need for libraries to change measuring devices for library service was recognized.

24. The institute brought forth a willingness on the part of those attending to change service functions of libraries.

25. The Planning Committee for the institute was complimented as was Miss Foote, State Librarian, for her helpful comments during the second part of the institute.

26. Other State Library people attending were helpful in the first session but not in the second session. The question was raised as to whether four people from the State Library were needed at the institute. (Note: the State Library team was assigned the task of recording and publishing.)

27. Self committment was felt, and this hadn't been experienced prior to the institute. The institute helped develop a sense of direction. It was felt that participants learned more of what a library should be and will be able to work better because of their new awareness and committment.

Evaluating Committee members:

Robert Wood
Donna Hildreth
Fran Klinger

FOCUS - INNER CITY:

A list of films spotlighting
problems of the inner city

Reader Development Program
The Free Library of Philadelphia

These films are available at the Free Library's Regional Film Center, 114 North 19th Street, MU 6 - 5367.

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1969

ASSIGNMENT: 1747 RANDOLPH STREET 57 min. B & W

A study of the 78-block Ludlow section of North Philadelphia. The film begins with a gang rape of a 40-year-old mother in a vacant tenement. From there, the documentary explores the relationship between crimes and deplorable living conditions.

Marvin Louis, hard-working resident and President of the Ludlow Community Association explains in graphic detail the association's problems and efforts in obtaining assistance.

THE BIG CON B & W

A hypothetical case showing how a "con" organization uses various techniques to defraud consumers. (Available 1969)

BROTHERHOOD OF MAN 10 min. Color

An animated film based on Ruth Benedict's pamphlet, "Races of Mankind" explodes the theory of superiority of one race over another.

DRUGS AND THE NERVOUS SYSTEM 18 min. Color

Explains how drugs affect many different parts of the body by working indirectly on the nervous system. Begins with aspirin and proceeds to the serious disruption caused by glue, amphetamines, barbiturates, marijuana and LSD.

HARLEM CRUSADER 29 min. B & W

This film is a departure from the usual urban documentary. Social worker for the American Friends Service Committee, Dan Murrow, with his wife and children, lived and worked for five years on 111th Street in Spanish Harlem. In this film, an NBC camera crew followed Dan through the streets, alleys, and tenements of a slum block populated by 3,000 Spanish and Negro Americans.

The story is told with skillfully woven impressionistic glimpses which leave the viewer with a poignant picture of these slum dwellers and their friends. What is unique in this film is Dan Murrow's concept of social work. By complete identification with the people of the slums, he has broken through barriers of hostility, anger, and despair that have been built by countless years of public indifference and neglect. This is an inspiring film for both young adults and adults.

HOOKED 20 min.

A group of former addicts describe their experiences with drug addiction, telling how they started and how it affected their lives. The subjects emphasize how the habit sneaks up on the "victim" and how each believes he is an exception to addiction.

HUNGER IN AMERICA (Available 1969) 59 min. B & W

A CBS documentary showing the startling extent of hunger in the United States, among poor whites, Negroes, Mexican-Americans but most of all among children. That fat people can be starving is seen in the expression of their eyes. Ignorance and callousness on the part of local officials are to blame, as are the ignorance of poor parents about nutrition and the Department of Agriculture about distribution of food.

INCIDENT ON WILSON STREET 51 min. B & W

For part of each day, a teacher on special assignment works with students with social, academic, cultural, emotional or family problems which interfere with their ability to learn. Away from the normal over-crowded fifth-grade class, she can give them special attention. This film shows from inside the classroom, teacher-pupil rapport and sympathetic understanding after an incident involving a pupil who slapped her regular homeroom teacher. (NBC News)

LSD-25 27 min. Color

A vivid portrait of the hallucinogenic drug emphasizing the unpredictability of its effects. Its chemical composition and potence are illustrated, as is the tremendous variety of circumstances under which the drug is prepared in this underground traffic. The actual experience of a "trip" is simulated. The permanent psychological and physical damage that can result is also shown.

MARIJUANA (Available 1969) 34 min. B & W

At an after-school teenage marijuana party, the police arrive and arrest the group. As they are being led to the patrol cars, they angrily address their remarks to the camera. Their remarks carry the most common challenges and arguments in behalf of marijuana: "You don't get hangovers or cirrhosis of the liver from grass!... Cigarettes are much worse: No one ever got cancer from pot!...Nobody has the right to tell me what to do with my own body!" With the help of the film's guide, Sonny Bono, the film examines reasons for smoking pot. The final choice is left up to the viewer after both sides of the argument are presented.

MARKED FOR FAILURE 60 min. B & W

The handicaps to learning faced by children from depressed areas are presented in a clear and moving manner which should lead to a better understanding of the goals of the anti-poverty program. Steps taken by educators to deal with the problems of both children and parents are described by Dr. John Fischer and others connected with some of the pilot programs in New York City.

METROPOLIS: CREATOR OR DESTROYER -- THE RUN FROM RACE 30 min. B & W

Some relationships between race and real estate values in Philadelphia are discussed by local professors, realtors and others of the community. Analyzes motives for leaving or remaining in the city.

MY CHILDHOOD (Available 1969) 51 min. B & W

This film recreates Hubert Humphrey's happy childhood memories in Poland, South Dakota, and his admiration for his father. It contrasts James Baldwin's bitter childhood in Harlem, and his hatred and fear of the world of authority. Both men narrate their own stories. The film shows the effect of a stable or insecure family life in shaping personalities and attitudes, and reveals some reasons for the present revolution among minority groups. 1967.

THE NEGRO IN PENNSYLVANIA HISTORY 20 min. B & W

Traces the historical achievements and problems encountered by Pennsylvania's Negroes. Still and motion picture techniques are combined to present the socio-economic background of the Pennsylvania Negro's struggle for freedom and equality of opportunity, as well as his contributions to his state and country.

NO HIDING PLACE 51 min. B & W

A drama about integration in suburbia. "Blockbusting" real estate agents spread rumors that property values decrease with the arrival of Negroes, inducing home owners to sell at great loss. A young couple enlists a social worker's help to oppose this process.

NO REASON TO STAY 29 min. B & W

An above-average student, Christopher Wood, finds school work and classes dull and pointless. The curriculum has no perceptible relation to his present life and he can see no attraction in the materialistic middle class existence for which he is being prepared. His mother, teachers and even his girl-friend don't understand the dissatisfaction he feels, not toward education, but toward the lack of it which he experiences in school. The film was developed from a script written by a boy Christopher's age. Christopher's problem is an indictment of the educational system; he rebels against the full rounds of drill, memorization, and routine, and lack of relevance. 1965.

NOTHING BUT A MAN 92 min. B & W

The story of a young Negro couple struggling to live with dignity in a Southern community. The husband is unable to play the subservient role expected of him by both Negroes and whites, and is branded as a troublemaker when he tries to maintain his self-respect. A realistic portrait of two people starting out a marriage with the added pressure of racial discrimination. Ivan Dixon, Abbey Lincoln, Michael Roemer and Robert Young. 1963.

PHYLLIS AND TERRY 36 min. B & W

Two Negro teenagers from New York City's lower East Side are followed with the camera as they wander through their neighborhood, recording the girls' verbal impressions of their lives, their surroundings, and each other. An understated portrait of life in a Negro ghetto. 1965.

PICTURE IN YOUR MIND 16 min. Color

Through the use of symbols, the roots of prejudice are presented. A plea is made for each viewer to re-examine his own mental picture of others. Produced by Julien Bryan, original score by Gene Forrell.

THE POOR PAY MORE 60 min. B & W

A recent NET film explores the evidence that those least able to pay are most often the victims of high prices, misleading advertising, entangling contracts and exorbitant interest rates. The film documents government-sponsored studies which have found that identical products in chain supermarkets are priced on a double standard, with items costing more in poor neighborhoods than in middle-class sections. Shoddy business practices are prevalent in slum areas, and time payment plans with hidden costs can be disastrous for low-income buyers. Produced for NET. 1967.

THE QUIET ONE 67 min. B & W

Made in New York's Harlem, this study of an unloved child is a masterpiece of human understanding and sympathy. The camera eloquently reveals how cold and hostile the city streets appear to Donald, a ten-year-old Negro boy who has no real home and who, in his misery, builds up a wall of bitter silence. Sent to the Wiltwyck School for delinquent boys, he begins slowly to respond to psychiatric treatment and the first genuine friendship he has known.

SPUD'S SUMMER (Available 1969) 26 min. Color

The New York Herald Tribune's Fresh Air Fund program sends Spud, a six-year-old Negro boy to spend the summer with a white farm family in Chester County, Pennsylvania. In contrast to the initial glimpse of the vacation time is a sequence on Spud's everyday Harlem ghetto existence. The film is narrated entirely by the boy in what seem to be his own words. The significance of his visit is conveyed lyrically and sensitively in a tasteful, unobtrusive style.

THE TENEMENT 39 min. B & W

The grim reality of life in the slums is shown as residents of a tenement on Chicago's South Side describe their lives, hopes and struggles to keep their families intact. The pervasive noise, filth and lack of opportunity minimize the tenement dwellers' chances for improving their dismal way of life. (CBS News) 1967.

A TIME FOR BURNING 58 min. B & W

A documentary, filmed as it happened, about a white midwestern minister's attempts to establish relations between his own church and a neighboring Negro church. Produced by William C. Jersey. 1966.

THAT'S ME 15 min.

Alan Arkin plays a Puerto Rican in this subtly satirical comedy-drama. He is a young man who loves to play his guitar, and finds it difficult to adjust to life in New York City. Trying to help him is a conscientious social worker played by Andrew Duncan, who, with the help of Arkin, is made aware of some surprising gaps in his own adjustment.

TO PLAN YOUR FAMILY (Available 1969) 14 min. Color

Understated remarks of overburdened mothers are combined with clear and simple animated explanation of reproduction and contraception in this film about birth control. The film is both persuasive and informative.

THE TROUBLEMAKERS 54 min.

A realistic and unrehearsed picture of a community organization at work is presented in this documentary of the Newark Community Union Project, an organization founded in 1964 by Students for a Democratic Society. The film covers the group's efforts to obtain housing code enforcement in one building in the neighborhood, have a traffic light installed, and to elect one of its candidates to the city council. Shows the difficulties faced by the poor in organizing to achieve rights others take for granted. 1966.

WALK IN MY SHOES 54 min.

A study of the reaction of the Negro to the problems of race. Features James Farmer, Martin Luther King, Malcolm X and other Negro leaders. (ABC-TV)

THE WEAPONS OF GORDON PARKS 28 min. Color

The internationally known "Life" photographer tells how he overcame a background of poverty and racial prejudice by his determination to make full use of his talents. As in his autobiography, A CHOICE OF WEAPONS, Parks recalls his early years of hardship. The gifted photographer, writer, and musician is shown at work in New York, at home with his family, and at an exhibit of his photographs. Parks' story unfolds against scenes of similar deprivation shot on the streets of Harlem and in a Brazilian slum.

The results of being raised with love and faith are described with eloquence and compassion by this youngest of 15 children born in Kansas.

WHO DO YOU KILL 51 min.

In this drama of domestic life in Harlem a Negro child, bitten by a rat, dies. James Earl and Diana Sands portray the young parents whose feelings of defeat and self-pity are increased by this tragedy. Underlying the situation are the overall social conditions, job discrimination, poor housing and the resulting low morale of a Negro ghetto. (CBS-TV East Side/West Side Series)

NEW HAVEN - LIBRARY CENTERS

Eva Williams

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The New Hammond World Atlas
$$$ and Sense - Ella Gale
The World Almanac and Book of Facts - 1967
Best Books for Children
The New York Times Official Sports Record Book - 1967
How to Clean Everything - Alma Chesnut Moore
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Webster's New World Dictionary
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6. What Shall We Name the Baby
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READING LISTS FOR AND ABOUT BLACK AMERICANS

"Books about Negroes for Adults"
(Indianapolis-Marion County Public Library)

"Books by and about Negroes"
(Richardson Library--Branch of Morrisson-Reeves Library)

"February Festival of Negro Heritage"
(Indianapolis-Marion County Public Library)

"The Negro - Books for Young Readers"
(Indianapolis-Marion County Public Library)

"Red, White and Black: (and Brown and Yellow): Minorities in America"
(The Combined Paperback Exhibit)

"A Time of Crisis: Black Man in America"
(Lake County Public Library)

"To Be Black in America"
(The Free Library of Philadelphia)